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ABSTRACT

This guide contains 15 units designed to help adult basic education or literacy education students write materials used in everyday life. The first section of the guide contains an introduction to the writing/teaching process and suggestions for teachers. The 15 units that follow serve as a workbook for students. They cover the following topics: penmanship, recording dates and appointments, a grocery list, taking telephone messages, the sentence, permission note, absence note, descriptions, friendly letter, addressing an envelope, complaint letter, business letter, free writing, book reports, and application forms. Each unit contains an assignment with an exercise and examples. The materials are oriented toward female students. (KC)

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WRITING
FOR
BEGINNING READERS

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Finally, but most importantly, I wish to thank the students who participated in the development and design of the manual.

INTRODUCTION

As adults' quest for improved literacy increases, it is imperative that literacy be expanded to include writing skills. Communication cannot always be verbal, thus the need for students to learn to convey their ideas, feelings, opinions, etc. in written form is essential. The need and/or desire to learn to read, though it is crucial, is not an end in and of itself. Learning to read is paramount; but learning to express ideas through writing is equally as important. These needs for writing skills may vary depending upon the individual student; we must ask the students themselves to define their writing needs. Asking the students to define their writing needs enables them to identify the areas in which writing is significant in their lives. Once students identify the significance of a task, they will participate more fully in learning that task. By so doing, we then initiate the development of learner-centered materials that are instructional and beneficial in several ways.

The progression from passive to active learner is enhanced as the student actively participates in her/his own learning process.

The student then has a greater investment in her/his learning, thus stimulating her/his motivation to want to learn those things that are relevant to her/his life. It is at this stage that reciprocal learning begins to take place. As adult learners define their needs and experiences, everyone in the class, teacher and student alike, gains insight about the feelings, needs and experiences of others. This process creates an arena in which learning is not only participatory, but empowering in that it broadens perspectives and increases alternatives while drawing on and validating many students' experiences.

This process defined by Paolo Freire in his statement "We must move from talking to to talking with", is exemplified in the philosophy of the Lutheran Settlement House Women's Program and in the learner-centered curriculum process developed there. This curriculum development process, focused on the adult learner,

was developed as a part of the Women's Program's educational project for community women in the Fishtown/Kensington section of Philadelphia. The goals of the Women's Program are empowerment of women through education, personal awareness and support, and employment. The Women's Program offers literacy, adult basic education and high school equivalency classes, self-development workshops, a bilingual Domestic Violence Project for abused women, a Displaced Homemaker Project, a Job Search Project, a Clerical/Computer Literacy Training Program, pre-training classes, a Computer Aided Drafting Training Project, individual and group counseling, and free childcare for all participants.

The philosophy of the Women's Program is that staff, teachers and students function most productively in an environment in which they exercise some control through their contributions to the content and design of the program. The curriculum development process utilized in the creation of this manual was designed to extend this philosophy to students.

The essential element in the creation of learner-centered curriculum is the development of a trusting classroom atmosphere based on mutual respect. In order to avoid an authoritative environment, and create a trusting atmosphere for adult learners to share their experiences and backgrouds, teachers need to view themselves as facilitators of the learning process.

Teachers can initiate this process by actively listening to students and by utilizing techniques that encourage student participation. These techniques include: brainstorming, free writing and affinity groupings. A more detailed description of these techniques can be found in "Building Multi-Cultural Awareness . . . An Approach to Learner Centered Curriculum Development" by Dr. Wendy Luttrell, available from the Lutheran Settlement House Women's Program. This is the foundation used to develop this manual.

The modified Freirean methodology utilized in development of this manual empowers students through their self-esteem and the belief that they CAN learn in a non-threatening environment. The topic areas of the manual are the results of the needs expressed by the students themselves.

TO THE TEACHER/TUTOR

The adult student enters the learning situation with conflicting emotions; hopeful and committed, yet fearful and ashamed, oftentimes expecting to fail. The educator must creatively use these feelings to initiate successful learning experiences. Once the adult learner begins to read, she/he must concomitantly begin to learn to write. Students are encouraged to begin printing, then move to cursive writing. A reasonable and respectful explanation should also be provided to students, articulating the need for constant writing practice since many adult learners will view such practice as childish. One immediate rationale for stressing manuscript exercises is that most employment application forms or questionaires state "PRINT OR TYPE". A second rationale is that this practice will enable parents to help their children in the primary grades when manuscript writing is taught.

The rationale for exercises in cursive writing stresses the importance of being able to communicate ideas and feelings to others legibly, a practice that is not childish, but is, in fact, essential and vital to one's educational development. Examples can be given of different people's handwriting while asking students, "Can you read everyone's handwriting?" This exercise will validate the need for practice in cursive writing to develop a legible script.

This manual is divided into sections according to difficulty and skill progression. Therefore, the presentation of the material in the manual should flow sequentially. As the student's reading ability increases, the more difficult writing exercises can be introduced.

RECORDING DATES AND APPOINTMENTS

Most students have a fear of writing, therefore, it is suggested that initial writing instruction should focus on either the copying of material (though the material should have relevancy) or the exercises that record dates, appointments and/or messages. Emphasis on correct grammar or spelling is not recommended at this

point. Exercises in recording or copying information will help to eliminate the student's fear of writing.

WRITING A GROCERY LIST

Introducing descriptive writing need not be complex for the beginning writer. Descriptive writing can be introduced with an exercise on writing a grocery list, pointing out the need to specify particular brand name products as well as specific quantities; i.e. 1 lb. of American cheese as opposed to cheese. This will enable the student to learn to write exactly what she/he means and to describe what it is she/he is writing about so that others will understand. Later, as skill development increases, the student can be asked to write a description of a person they know or something they own.

TAKING MESSAGES

In this section, the student learns how to relay information in written form and to check for accuracy. It is at this point that spelling and the use of the dictionary can be introduced. By giving instruction on how to use the dictionary, the student can then begin to improve her/his spelling while learning vocabulary.

WRITING A SENTENCE

As the student's reading and comprehension skills improve, more complex concepts can be intitated. It is important to remember that instruction in sentence structure should be very basic focusing on basic punctuation and the necessary components of a sentence; i.e PREDICATE, what is being done, what action is taking place; SUBJECT, who or what is doing the action, the person or thing being talked about; and that it is a complete thought. Punctuation exercises should only cover capital letters, periods, and question marks.

In this section of the manual, exercises are provided to enable the student the time and practice in identifying SUBJECT, PREDICATE, SENTENCE FRAGMENTS, RUN-ON SENTENCES AND COMPLETE SENTENCES. When the student is able to identify sentences, she/he

is asked to write a sentence and locate the SUBJECT and PREDICATE in her/his own sentence. At this point, the student is able to identify any missing component from her/his sentences.

While improvement is writing skills is increased, the student is also gaining the necessary skills to meet her/his personal writing needs, such as: writing absence notes, permission notes, friendly letters and descriptions.

WRITING LETTERS

By the time the student has completed all of the aforementioned areas of instruction, she/he shall have overcome much of her/his anxiety about writing and shall have developed sufficient basic writing skills. It is at this juncture of learning that instruction in more complex letter writing can begin, i.e. COMPLAINT and BUSINESS LETTERS. These areas of instruction will provide a means of meeting the personal needs of students in specific situations in which they define letters needed to be written. It is also at this point in their educational development that they can begin to write the letters themselves. In addition to the academic development of the students, the students will feel a sense of empowerment. These accomplishments can thus be replicated both in higher academic classes and in their personal lives.

DEAR STUDENT,

YOU HAVE TAKEN A BIG STEP FORWARD; LEARNING TO READ OR IMPROVE YOUR READING SKILLS. IT WAS NOT AN EASY DECISION. IT TOOK A GREAT DEAL OF COURAGE, BUT YOU DID IT.

C O N G R A T U L A T I O N S !

THERE ARE MANY WAYS TO COMMUNICATE WITH OTHERS. TALKING IS ONE. LEARNING TO READ AND UNDERSTAND WHAT YOU ARE READING ARE MEANS BY WHICH PEOPLE ARE ABLE TO COMMUNICATE WITH YOU. NOW THAT YOU ARE BEGINNING TO READ AND UNDERSTAND WHAT OTHERS HAVE WRITTEN, IT IS ALSO IMPORTANT THAT YOU LEARN TO EXPRESS YOUR THOUGHTS, IDEAS AND FEELINGS IN WRITTEN FORM. IT IS TIME FOR YOU TO TAKE THE NEXT STEP; LEARNING ANOTHER MEANS OF COMMUNICATION: WRITING.

THIS IS A WORKING MANUAL DEVELOPED TO HELP YOU LEARN, OR TO IMPROVE YOUR WRITING SKILLS. WHEN YOU HAVE COMPLETED THE EXERCISES IN THIS MANUAL, YOU WILL BE THAT MUCH CLOSER TO GAINING THE SKILLS THAT WILL ENABLE YOU TO MAKE EFFECTIVE CHOICES AND CHANGES IN YOU LIFE. WE WISH YOU CONTINUED GROWTH, SUCCESS AND HAPPINESS.

THE WOMEN'S PROGRAM

OF THE

LUTHERAN SOCIAL MISSION SOCIETY

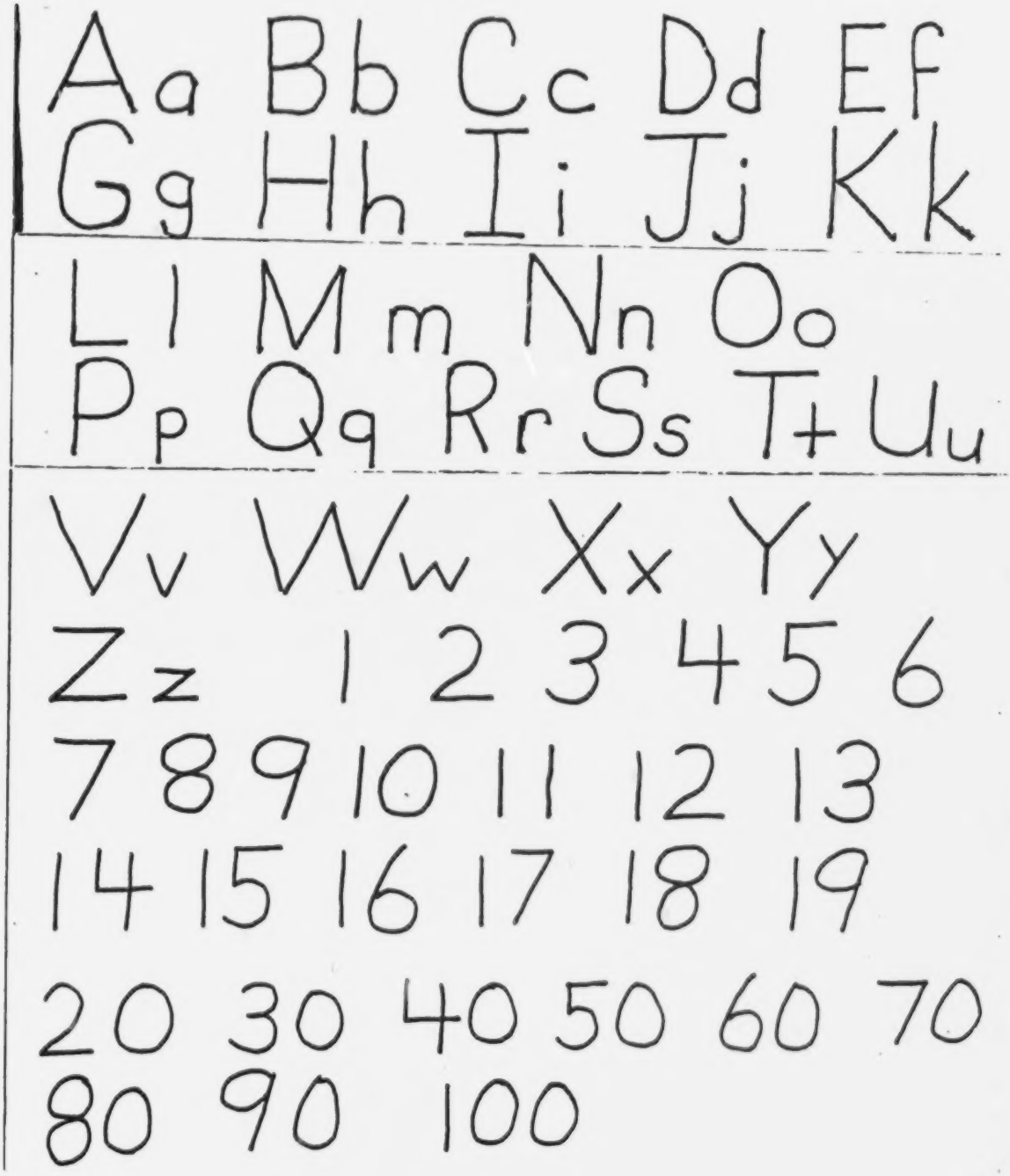
U N I T O N E

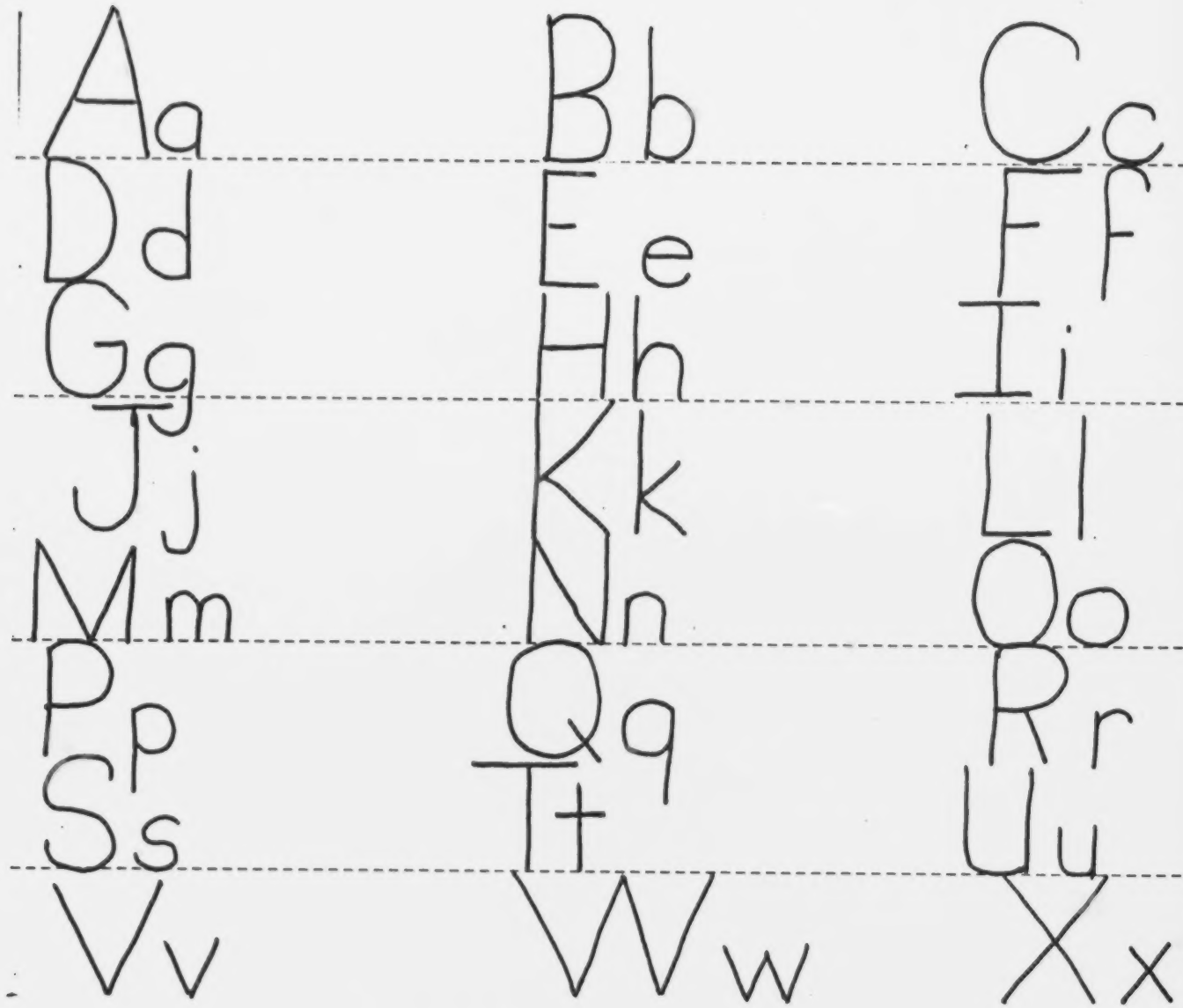
P E N M A N S H I P

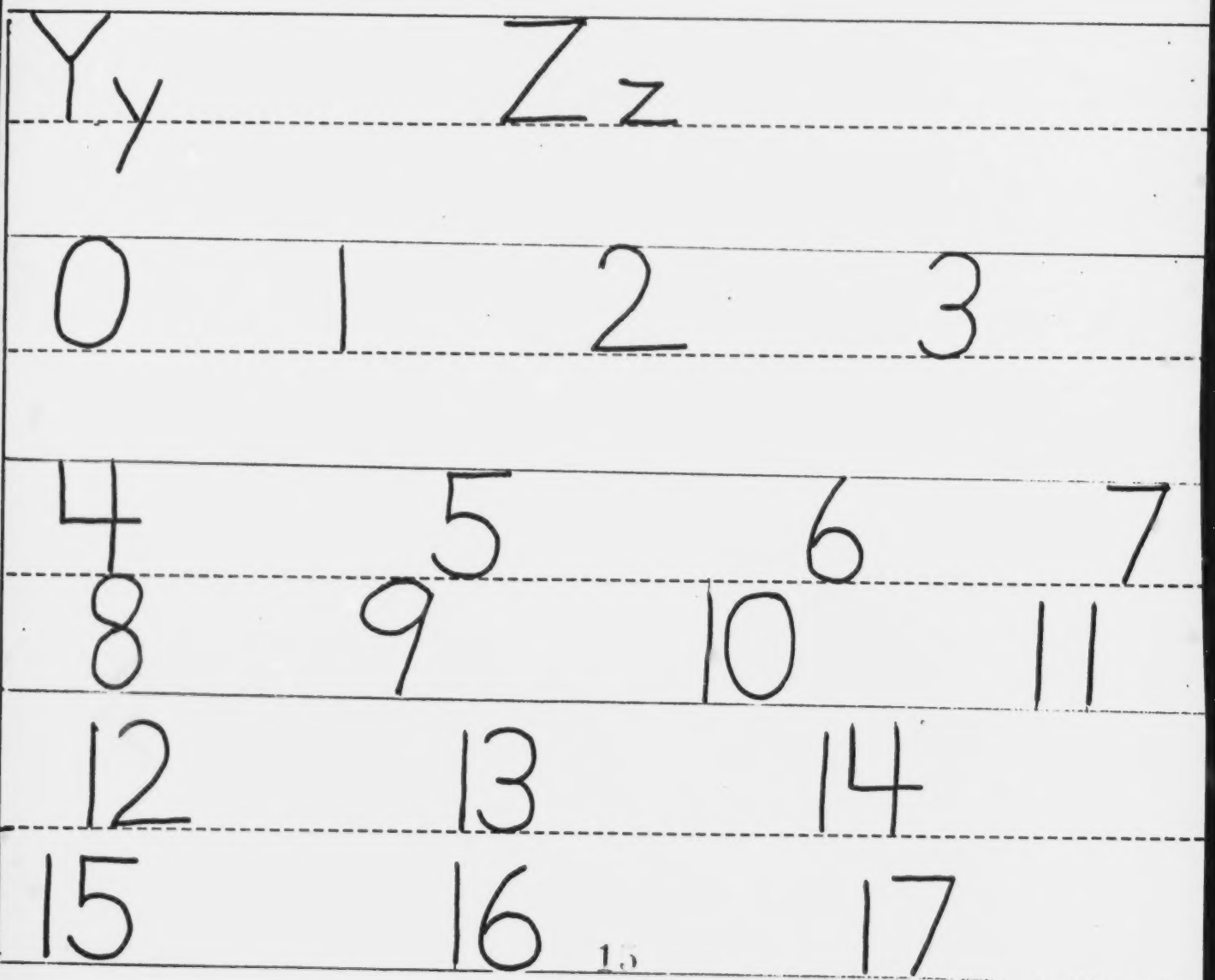
ASSIGNMENT: PENMANSHIP EXERCISES

EXERCISE # 1

DIRECTIONS: PRINT THE LETTERS AND NUMBERS ON THE FOLLOWING PAGES.


Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk
Ll Mm Nn Oo
Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy
Zz 1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19
20 30 40 50 60 70
80 90 100


A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x

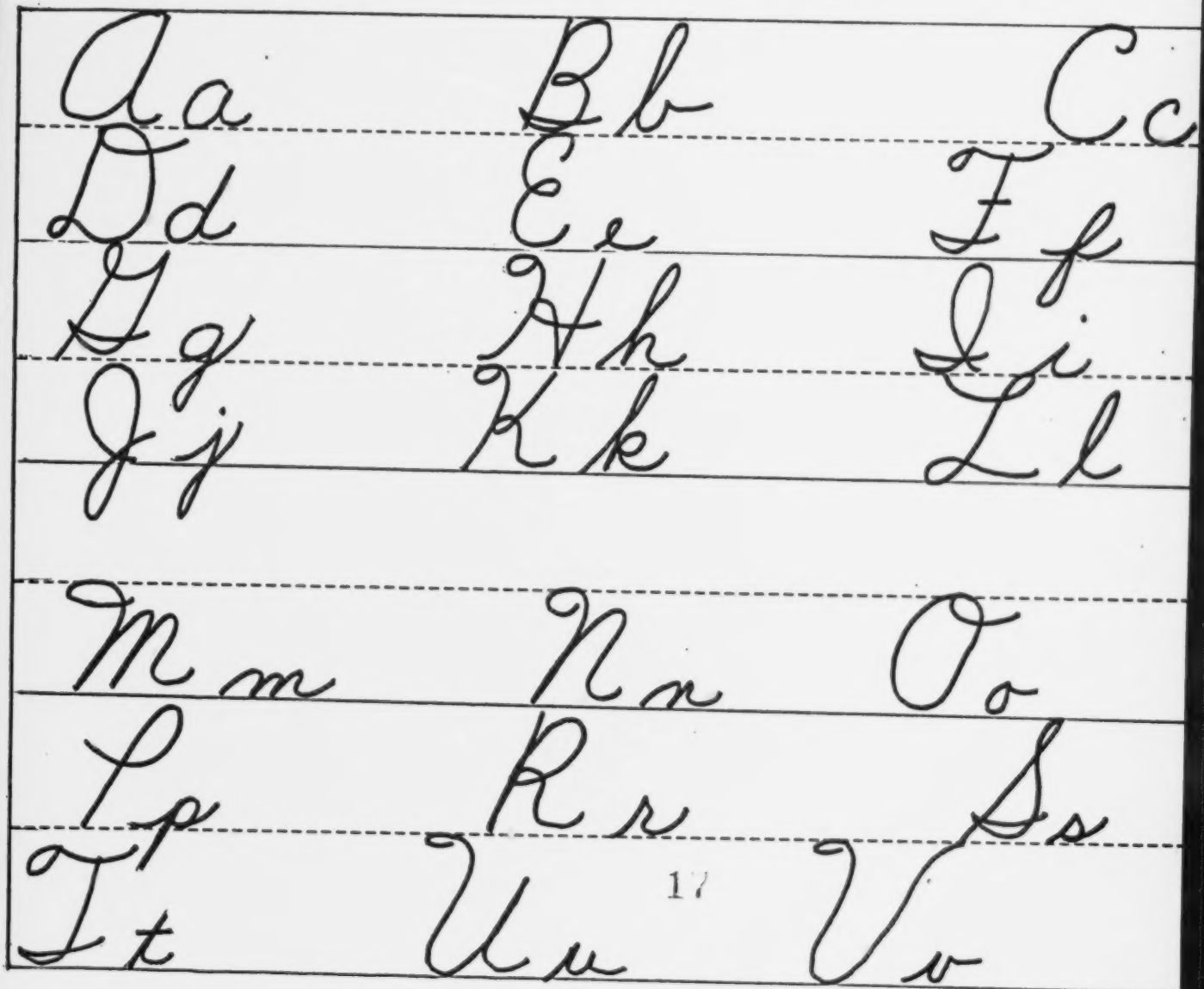

Y y
Z z
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17

18 19 20

30 40 50

60 70 80

90 100


Aa Bb Cc
Dd Ee Ff
Gg Hh Ii
Jj Kk Ll
Mm Nn Oo
Pp Rr Ss
Tt Uu Vv

Ww Xx Yy

Zz

U N I T T W O

R E C O R D I N G D A T E S

A N D

A P P O I N T M E N T S

ASSIGNMENT: RECORDING DATES AND APPOINTMENTS

EXERCISE # 1

DIRECTIONS: READ THE INFORMATION BELOW AND PUT A CHECK NEXT TO EACH NUMBER IF THE INFORMATION APPEARS ON THE THREE CALENDARS THAT FOLLOW.

1. YOU HAVE A DOCTOR'S APPOINTMENT FOR THURSDAY, MAY 8th AT 9:30 IN THE MORNING.
2. YOU ARE GOING TO A DISCO WITH YOUR FRIENDS, PATTY AND NANCY ON FIRDAY NIGHT MAY 17th AT 8:30.
3. YOU ATTEND CARPENTRY CLASS EVERY TUESDAY AND THURSDAY MORNING FROM 9 UNTIL 11:30.
4. THERE IS A COOKOUT PLANNED OR MEMORIAL DAY AT TOOTSIE'S HOUSE.
5. YOU ARE GOING ON A TRIP TO THE ATLANTIC CITY CASINOS ON MAY 31st. THE BUS LEAVES AT THREE IN THE AFTERNOON AND RETURNS AT MIDNIGHT.
6. YOU ARE GOING TO THE SHORE FOR THE WEEKEND. YOU ARE LEAVING ON THE TENTH AND WILL RETURN AT SIX ON SUNDAY EVENING.
7. YOU SAW AN OLD SCHOOL FRIEND, ROBERT, AND HE ASKED YOU TO LUNCH. ROBERT WILL MEET YOU AT THE CENTRAL RESTAURANT AT ONE O'CLOCK ON THE FIFTEENTH.
8. YOU JUST GOT YOUR INCOME TAX REFUND CHECK AND YOU ARE GOING TO BUY SOME SUMMER CLOTHES AT WANAMAKER'S DEPARTMENT STORE BECAUSE THEY ARE HAVING A SALE ON THE TWENTY-SECOND.

ASSIGNMENT: RECORDING DATES AND APPOINTMENTS

EXERCISE # 1a

DIRECTIONS: PUT A CHECK NEXT TO EACH NUMBER ON PAGE 9 IF ALL THE INFORMATION ON PAGE 9 APPEARS ON THE CALENDAR BELOW.

M A Y 1985

ZENAIDA ROSA

Sun	mon	tue	wed	thu	fri	Sat
			1	2 class 9-11:30 Am	3	4
5	6	7 class 9-11:30Am	8	9 Dr's office at 930 Am call the school	10 shore for the weekend	11
12	13	14 class 9-1130 Am	15 Lunch at Central with Robert at 100 pm	16 class 9-1130 Am	17 disco with Patty & Nancy 830pm	18
19	20	21 class 9-1130 AM	22 shopping at Wanamaker for summer clothes	23 class 9-1130AM	24	25
26	27 cookout at tootsie's for holiday family	28 class 9-1130 AM	29	30 class 9-1130 AM	31 casino bus leaving at 3:00 pm return at 12 midnight	

ASSIGNMENT: RECORDING DATES AND APPOINTMENTS

EXERCISE # 1b

DIRECTIONS: PUT A CHECK NEXT TO EACH NUMBER ON PAGE 9 IF ALL THE INFORMATION ON PAGE 9 APPEARS ON THE CALENDAR BELOW.

M A Y 1985 THERESA

Sun	mon	tue	wed	thu	fri	Sat
			1	2 CLASS 9-11:30 AM	3	4
5	6	7 CLASS 9-11:30 AM	8	9 call scool appt. Dr's offic 9:30AM class 9-11:30	10 down the shore for weekend leave at 12:00	11 down shore
12 down the shore we left at 6:00 pm	13 free day	14 class 9-11:30 AM	15 Lunch date Robert 1 pm at Central	16 class 9-11:30 AM	17 disco 8:30 pm Patty & Nancy	18
19	20	21 class 9-11:30 AM	22 shopping fore clothes at Wanamakers at 12:00	23 class 9-11:30	24	25
26	27 family cook out Tootsies holiday 4:30 pm	28 class 9-11:30 AM	29	30 class 9-11:30 AM	31 class trip bus leaves 3pm return 12 midnight	

ASSIGNMENT: RECORDING DATES AND APPOINTMENTS
EXERCISE # 2
DIRECTIONS: READ THE INFORMATION BELOW.

1. YOU ATTEND EXERCISE CLASS AT THE HEALTH CLUB EVERY THRUSDAY EVENING FROM 7 - 9 P.M. AND EVERY SATURDAY AFTERNOON 1 - 4 P.M.
2. YOUR DAUGHTER'S GRADUATION FROM EDISON HIGH SCHOOL IS 11:00 THE MORNING OF JUNE 23rd.
3. YOUR CHURCH IS HOLDING A FLEA MARKET ON SATURDAY, JUNE 18th FROM 10 IN THE MORNING UNTIL 4 IN THE AFTERNOON. YOU VOLUNTEERED TO WORK AT THE REFRESHMENT TABLE FOR TWO HOURS IN THE MORNING AND AT THE PLANT TABLE FOR TWO HOURS IN THE AFTERNOON.
4. YOU ARE HAVING A FAMILY DINNER FOR YOUR FATHER ON FATHER'S DAY. YOU HAVE TO GO BUY HIS GIFT THE FRIDAY BEFORE AT GIMBEL'S.
5. YOU HAVE TO ATTEND A MEETING OF YOUR BLOCK COMMITTEE ON SATURDAY, JUNE 11th AT 1 O'CLOCK AT MRS. RUBIN'S HOUSE.
6. THE THIRD MONDAY OF EVERY MONTH YOU VOLUNTEER AT ST. ANNE'S SENIOR CENTER FROM 9 A.M. UNTIL 1 P.M.

25

ASSIGNMENT: RECORDING DATES AND APPOINTMENTS

EXERCISE # 2a

DIRECTIONS: FILL IN THE INFORMATION FROM PAGE 12 ON THE CALENDAR BELOW.

JUNE 1985

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
						29
30						

13

U N I T T H R E E

A G R O C E R Y L I S T

ASSIGNMENT: WRITING A GROCERY LIST

EXERCISE # 1

DIRECTIONS: READ THE LISTS BELOW. WHICH LIST WOULD YOU RATHER HAVE TO GO SHOPPING WITH AND WHY?

LIST I

one cake
one ham
one lofe of brad
one chicken
ten leamens
one beef rost
one pack of toilet tissue
one bag of potato
one pack of butter
one pack of pepper

LIST II

1 Sara Lee pound cake
1 five lb. smoked ham
1 loaf of white bread
1 cut up fryer chicken
ten lemons
1 five lb. roast of beef
1 roll of Scott toilet tissue
1 five lb. bag of white potatoes
1 stick of Land O Lakes butter
1 large can of black pepper

LIST I

butter
milk
eggs
bread
dog food
soda
ice cream
coffee
tea bag
apple

LIST II

1 lb. Land O Lakes butter
1 ½ gal. whole milk
1 doz. large white eggs
1 loaf of white bread
1 can of Mighty Dog dog food
4 cans of 7 Up
1 ½ gal. of Chocolate ice cream
1 2 lb. can of Pico coffee
1 small box Lipton tea
1 5 lb. bag of apples

LIST I

1 pound of chicken wings
1 dozen of eggs
1 gallon of milk
1 loaf of bread
2 cans of string beans
1 pound of margarian
can of consatroted juice punch

1 pound of liver
1 bag of onions
hot dogs beef

LIST II

1 lb. of Perdue chicken wings
1 doz. medium white eggs
1 gal. milk
1 loaf of bread (Strohmann's)
2 cans of Frank's string beans
1 lb. of (Blue Bonnet) margarine
1 can of concentrated Hawaiian punch
1 lb. of baby beef liver
1 lb. of onions
1 lb. of beef hot dogs

ASSIGNMENT: WRITING A GROCERY LIST

EXERCISE # 1 CONTINUED

DIRECTIONS: READ THE LISTS BELOW. WHICH LIST WOULD YOU RATHER HAVE TO GO SHOPPING WITH AND WHY?

LIST I

toilet tissue

milk
bread
butter
cat food
soap
soda
egg
pork chop
rice

LIST II

1 4 pack package of Charmin toilet tissue
2 gallons of milk
2 loaves of white bread "Strohmann"
1 lb. of margarine
15 cans of cat food
8 bars of Tone soap
3 12 oz. cans of Coke
4 doz. large white eggs
3 lbs. center cut pork chops
20 lbs. Goya rice

LIST I

beef ribs
roast beef
corn beef
chicken
hamberger
beef hot dogs
chip steak
butter steaks
shrimp
beef bacon
milke
eggs
juice
soup
tiolet paper
butter
rice
beef hot sausage
fruit
ketcup
cooking oil

bread
mustard

LIST II

3 pounds of beef ribs
3 pounds of roast beef lunch meat
½ pound of corn beef lunch meat
5 pounds of chicken
5 pounds of hamburger
3 pounds of beef hot dogs
2 1 pound boxes of chipped steak
4 1 pound packages of butter steaks
20 pounds of large shrimp
5 1 pound packages of beef bacon
2 ½ gallons of milk
3 doz. of large white eggs
4 cases of apple juice
3 cans of Campbell's chicken soup
2 rolls of Scott toilet paper
1 pound of Land O Lakes butter
1 3 pound bag of Carolina rice
½ pound of beef hot sausages
1 3 pound bag of apples
1 bottle of Heinz ketchup (small)
1 large bottle of Wesson cooking oil
3 loaves of Strohmann bread
1 jar of French's spicy mustard

ASSIGNMENT: WRITING A GROCERY LIST

EXERCISE # 2

DIRECTIONS: YOU ARE SICK AND UNABLE TO GO SHOPPING FOR YOUR WEEKLY GROCERIES. A FRIEND CALLED AND OFFERED TO DO YOUR SHOPPING FOR YOU. MAKE OUT A GROCERY LIST FOR YOUR FRIEND.

GROCERY LIST

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

QUESTIONS:

1. IS THERE A SPECIAL BRAND NAME PRODUCT THAT YOU BUY?
2. DID YOU PUT THE AMOUNT AND QUANTITY OF EACH ITEM YOU WANT?

UNIT FOUR

TAKING TELEPHONE MESSAGES

ASSIGNMENT: WRITING MESSAGES

EXERCISE # 1

DIRECTIONS: READ THE INFORMATION BELOW AND THE MESSAGES ON PAGES 20, 21 & 22. PUT A CHECK NEXT TO EACH NUMBER IF ALL THE INFORMATION BELOW APPEARS ON THE MESSAGE SHEETS.

1. LORI FROM KELLY GIRLS CALLED TO SPEAK TO YOUR SISTER LISA AT TEN THIS MORNING. YOUR SISTER IS OUT LOOKING FOR A JOB. LORI ASKS YOU TO TELL HER THERE IS A LONG-TERM TEMPORARY POSITION FOR A SECRETARY AT THE ELECTRIC COMPANY. LISA MUST CALL LORI BEFORE THREE TODAY TO MAKE AN APPOINTMENT FOR A TEST AND AN INTERVIEW FOR NEXT WEDNESDAY. LORI'S NUMBER IS 723-1198. TODAY IS MAY 7th.

2. YOU ARE GETTING READY TO MEET A FRIEND AND GO TO THE MOVIES AT FOUR O'CLOCK. IT IS THREE THIRTY AND YOU HAVE ONLY A HALF HOUR IN WHICH TO MEET YOUR FRIEND. AS YOU ARE WALKING OUT THE DOOR, THE TELEPHONE RINGS. IT IS LORI ASKING TO SPEAK TO LISA. LISA IS AT THE STORE. LORI SAYS SHE FORGOT TO TELL LISA SOMETHING WHEN SHE STOPPED BY THE OFFICE EARLIER. SHE SAYS TO TELL LISA IF SHE PASSES THE TEST NEXT WEDNESDAY, SHE WILL START AT SEVEN DOLLARS AN HOUR, BUT IF SHE DOESN'T PASS THE TEST, SHE WILL BE TRAINED AND HER STARTING SALARY WILL BE FIVE DOLLARS AN HOUR.

3. YOUR SISTER TOOK THE TEST AND PASSED IT. SHE BEGAN WORKING AT THE ELECTRIC COMPANY LAST THRUSDAY. JUST AS YOU ARE LEAVING FOR A DOCTOR'S APPOINTMENT, LORI CALLS WITH A MESSAGE FOR LISA. SHE ASKS YOU TO TELL LISA THAT SHE MUST PICK UP HER TIME CARDS AND SEND ONE IN TO THE OFFICE EVERY THURSDAY BEFORE THREE O'CLOCK IF SHE WANTS TO GET PAID EVERY FRIDAY. SHE ALSO SAYS TO TELL LISA THE TIME CARDS MUST BE SIGNED BY HER SUPERVISOR. YOU HANG UP THE TELEPHONE AND LOOK FOR A MESSAGE PAD, BUT ALL YOU CAN FIND TO WRITE ON IS A BLANK PIECE OF PAPER.

ASSIGNMENT: WRITING MESSAGES

EXERCISE # 1a

DIRECTIONS: READ THE MESSAGE BELOW AND CIRCLE ANY ERRORS YOU FIND.

To LISA

Date MAY 7, 1985 Time 10:00 AM

WHILE YOU WERE OUT

M S. LORI

of KELLY GIRLS

Phone 723-1198

Area Code Number Extension

TELEPHONED	X	PLEASE CALL	X
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message HAS A LONG TERM TEMPORARY POSITION FOR SECRETARY. YOU MUST MAKE AN APPOINTMENT FOR NEXT WEDNESDAY FOR INTERVIEW AND TEST. YOU MUST CALL BEFORE 3 O'CLOCK TODAY.

ZENAIDA

Operator

ASSIGNMENT: WRITING MESSAGES
EXERCISE # 1b
DIRECTIONS: READ THE MESSAGE BELOW AND CIRCLE ANY ERRORS YOU FIND.

To ...LISA.....

Date..MAY.7,.1985..... Hour ..3:30 PM.....

WHILE YOU WERE OUT

M S:..LORI.....

Called to see you [X].....

Telephoned [ ] .....

Will call again [ ] .....

Please phone [ ] .....

Remarks [X] .....

.IF.YOU.PASS.THE.TEST,.YOU.WILL.MAKE.$700/HR...IF...

YOU DON'T YOU WILL BE TRAINED AND YOUR SALARY WILL

BE $5.00/HR.....

Message taken by ..ZENAIDA.....

ASSIGNMENT: WRITING MESSAGES
EXERCISE # 1c
DIRECTIONS: READ THE MESSAGE BELOW AND CIRCLE ANY ERRORS YOU FIND.

LISA

MAY 16, 1985
9^{30} AM

LORI CALLED. YOU MUST PICK UP YOUR TIME CARDS. YOU MUST SEND A TIME CARD IN EACH WEEK, IF YOU WANT TO GET PAID. TIME CARDS MUST BE SIGNED BY YOUR SUPERVISOR. YOU MUST MAIL OR DROP THEM AT THE OFFICE BY 3^{00} EVERY THURSDAY, IF YOU WANT TO GET PAID EVERY FRIDAY.

ZENAIDA

ASSIGNMENT: TAKING MESSAGES
EXERCISE # 2
DIRECTIONS: READ THE INFORMATION BELOW.

1. YOU ARE WORKING AS A VOLUNTEER AT THE WOMEN'S PROGRAM. YOU ARE WORKING IN THE MAIN OFFICE ANSWERING THE TELEPHONE. IT IS THE FIFTEENTH OF JUNE AT 11 O'CLOCK IN THE MORNING. A CALL COMES IN FOR KATHY WHO IS TEACHING A CLASS UNTIL 11:30. IT IS MRS. ROSS WHO WANTS TO SIGN UP FOR SUMMER CLASSES WHICH ARE STARTING THE FIRST WEEK IN JULY. SHE WANTS SOMEONE TO CALL HER AT HOME BEFORE 3 P.M. TODAY AT 426-1103.

2. AT NOON JUST ABOUT EVERYONE HAS GONE TO LUNCH. MRS. PARKER FROM THE MAYOR'S OFFICE CALLS FOR THE DIRECTOR, MS. JACKSON, WHO IS AT LUNCH UNTIL ONE. MRS. PARKER SAYS IT IS VERY IMPORTANT THAT SHE SPEAKS WITH MS. JACKSON BECAUSE THE MEETING SCHEDULED FOR TWO O'CLOCK TOMORROW AFTERNOON HAS BEEN CHANGED TO 9:30 TOMORROW MORNING AT THE HERSHEY HOTEL IN BALLROOM "B". SHE ALSO SAYS SHE NEEDS TO KNOW IF MS. JACKSON CAN GIVE HER A RIDE TO THE MEETING BECAUSE HER CAR IS IN THE SHOP. SHE WANTS MS. JACKSON TO CALL HER TO LET HER KNOW IF MS. JACKSON CAN PICK HER UP TOMORROW MORNING AT 8:30 AT 4315 PAUL STREET. HER NUMBER IS 676-1776. MRS. PARKER SAYS SHE WILL BE IN HER OFFICE UNTIL 4 P.M. TODAY.

3. JUST AS YOU ARE GOING ON YOUR BREAK AT 2:15, JAKI MORRISON CALLS TO FIND OUT WHEN SHE IS SUPPOSED TO START CLASSES AND WHO HER TEACHER WILL BE. SHE ALSO WANTS TO KNOW WHAT DAYS SHE IS TO ATTEND CLASSES. YOU TAKE THE MESSAGE BECAUSE THE PEOPLE WHO CAN ANSWER HER QUESTIONS ARE IN A MEETING UNTIL 3. HER TELEPHONE NUMBER IS 724-8301.

ASSIGNMENT: TAKING MESSAGES

EXERCISE # 2a

DIRECTIONS: COMPLETE THE MESSAGE SHEET BELOW WITH THE INFORMATION FROM PAGE 23 STATEMENT # 1.

To _____

Date _____ Time _____

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message _____

_____

_____

_____

_____

Operator

ASSIGNMENT: TAKING MESSAGES

EXERCISE # 2b

DIRECTIONS: COMPLETE THE MESSAGE SHEET BELOW WITH THE INFORMATION FROM PAGE 23 STATEMENT # 2.

To .....

Date..... Hour .....

WHILE YOU WERE OUT

M .....

Called to see you ☐.....

Telephoned ☐ .....

Will call again ☐ .....

Please phone ☐ .....

Remarks ☐ .....

.....

.....

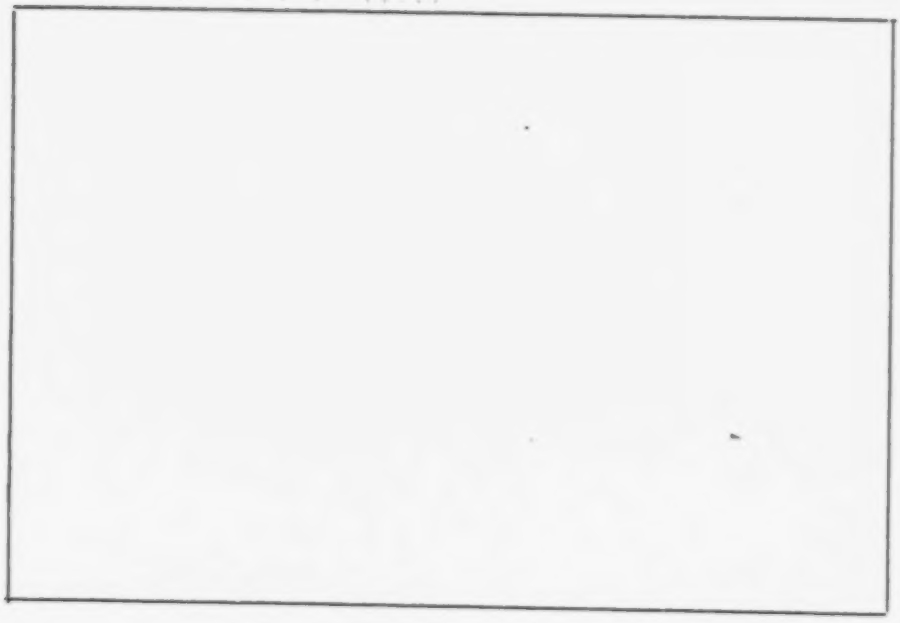
.....

Message taken by .....

ASSIGNMENT: TAKING MESSAGES

EXERCISE # 2c

DIRECTIONS: COMPLETE THE MESSAGE SHEET BELOW WITH THE INFORMATION FROM PAGE 23 STATEMENT # 3.



U N I T F I V E

T H E S E N T E N C E

ASSIGNMENT: THE SENTENCE

EXERCISE # 1

DIRECTIONS: LISTED BELOW ARE THE PARTS EVERY SENTENCE SHOULD HAVE. READ AND LEARN WHAT EVERY SENTENCE SHOULD HAVE.

PARTS OF A SENTENCE

EVERY SENTENCE SHOULD:

1. TELL WHO OR WHAT YOU ARE TALKING ABOUT. *
2. TELL WHAT IS BEING DONE; WHAT ACTION IS TAKING PLACE. **
3. BE A COMPLETE THOUGHT.
4. BEGIN WITH A CAPITAL LETTER.
5. END WITH A PERIOD OR OTHER PUNCTUATION MARK.

* THE <u>SUBJECT</u> OF A SENTENCE TELLS WHO OR WHAT YOU ARE TALKING ABOUT.

** THE <u>PREDICATE</u> OF A SENTENCE IS THE PART THAT TELLS WHAT ACTION IS TAKING PLACE.

ASSIGNMENT: THE SENTENCE

EXERCISE # 2

DIRECTIONS: READ THE SENTENCES BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.

SENTENCES

1. NORMA TYPES VERY SLOWLY.

2. THE BOOK FELL ON THE FLOOR.

3. THE CAR RAN OUT OF GAS.

QUESTIONS

1. IN EACH SENTENCE WHAT IS BEING DONE? WHAT ACTION IS TAKING PLACE?

   SENTENCE # 1 _____

   SENTENCE # 2 _____

   SENTENCE # 3 _____

2. IN EACH SENTENCE WHO OR WHAT IS DOING THE ACTION?

   SENTENCE # 1 _____

   SENTENCE # 2 _____

   SENTENCE # 3 _____

3. IS EACH SENTENCE A COMPLETE THOUGHT? YES ____ NO ____

ASSIGNMENT: FINDING THE SUBJECT OF A SENTENCE.

EXERCISE # 3

DIRECTIONS: UNDERLINE THE PART OF EACH SENTENCE THAT TELLS WHO OR WHAT IS BEING TALKED ABOUT.

* CLUE: TO FIND THE SUBJECT OF A SENTENCE, FIRST ASK YOURSELF WHAT IS BEING DONE OR WHAT ACTION IS TAKING PLACE, THEN ASK WHO OR WHAT IS DOING THE ACTION.

SENTENCES

1. JANICE IS MAKING A BOOKCASE.
2. THE BOOKS ARE ON THE SHELF.
3. THE CAR WAS PAINTED BLUE.
4. PHILLIP IS LOOKING AT TELEVISION.
5. TAD LIKES TO PLAY IN THE WATER.
6. PAMELA LIKES TO PLAY TENNIS.
7. THE MEN AND WOMEN ARE WATCHING THE PARADE.
8. CATS AND DOGS CAN GET ALONG TOGETHER.
9. PATIENCE IS A VIRTUE.
10. THE LEAVES ON THE TREE ARE CHANGING COLORS.

ASSIGNMENT: FINDING THE PREDICATE OF THE SENTENCE.
EXERCISE # 4
DIRECTIONS: UNDERLINE THE PART OF EACH SENTENCE THAT TELLS WHAT ACTION IS TAKING PLACE.

* CLUE: TO FIND THE PREDICATE OF A SENTENCE, ASK YOURSELF WHAT IS BEING DONE.

SENTENCES

1. JANICE IS MAKING A BOOKCASE.
2. THE BOOKS ARE ON THE SHELF.
3. THE CAR WAS PAINTED BLUE.
4. PHILLIP IS LOOKING AT TELEVISION.
5. TAD LIKES TO PLAY IN THE WATER.
6. PAMELA LIKES TO PLAY TENNIS.
7. THE MEN AND WOMEN ARE WATCHING THE PARADE.
8. CATS AND DOGS CAN GET ALONG TOGETHER.
9. PATIENCE IS A VIRTUE.
10. THE LEAVES ON THE TREE ARE CHANGING COLORS.

ASSIGNMENT: IDENTIFYING A SENTENCE FRAGMENT.

EXERCISE # 5

DIRECTIONS: READ EACH SENTENCE BELOW AND PUT AN "F" NEXT TO THE NUMBER OF ANY INCOMPLETE SENTENCES.

* DEFINITION: A SENTENCE FRAGMENT IS A SENTENCE THAT DOES NOT HAVE A SUBJECT, PREDICATE OR IS NOT A COMPLETE THOUGHT.

SENTENCES

1. MARY WENT TO. _____
2. THE BIRDS ARE SINGING. _____
3. I CAN NOT HAVE. _____
4. MARY WENT TOO. _____
5. THE CHILDREN ARE EATING. _____
6. THE BOOKS ARE ABOUT. _____
7. GOING TO THE STORE. _____
8. WALKING IN THE PARK. _____

ASSIGNMENT: IDENTIFYING A SENTENCE FRAGMENT.

EXERCISE # 6

DIRECTIONS: READ THE SENTENCES IN EXERCISE # 5 AND ANSWER THE QUESTIONS BELOW.

QUESTIONS

1. IN EACH SENTENCE WHAT IS BEING DONE? WHAT ACTION IS TAKING PLACE?

SENTENCE # 1 _____

SENTENCE # 2 _____

SENTENCE # 3 _____

SENTENCE # 4 _____

SENTENCE # 5 _____

SENTENCE # 6 _____

SENTENCE # 7 _____

SENTENCE # 8 _____

2. IN EACH SENTENCE WHO OR WHAT IS DOING THE ACTION?

SENTENCE # 1 _____

SENTENCE # 2 _____

SENTENCE # 3 _____

SENTENCE # 4 _____

SENTENCE # 5 _____

SENTENCE # 6 _____

SENTENCE # 7 _____

SENTENCE # 8 _____

ASSIGNMENT: IDENTIFYING A SENTENCE FRAGMENT.

EXERCISE # 7

DIRECTIONS: PUT A CHECK NEXT TO THE PART THAT IS MISSING FROM EACH SENTENCE IN EXERCISE # 6. IF NOTHING IS MISSING AND IT IS A COMPLETE SENTENCE DO NOT CHECK ANYTHING.

WHAT IS MISSING?

SENTENCE # 1 SUBJECT ____ ACTION ____ COMPLETE THOUGHT _____

SENTENCE # 2 SUBJECT ____ ACTION ____ COMPLETE THOUGHT _____

SENTENCE # 3 SUBJECT ____ ACTION ____ COMPLETE THOUGHT _____

SENTENCE # 4 SUBJECT ____ ACTION ____ COMPLETE THOUGHT _____

SENTENCE # 5 SUBJECT ____ ACTION ____ COMPLETE THOUGHT _____

SENTENCE # 6 SUBJECT ____ ACTION ____ COMPLETE THOUGHT _____

SENTENCE # 7 SUBJECT ____ ACTION ____ COMPLETE THOUGHT _____

SENTENCE # 8 SUBJECT ____ ACTION ____ COMPLETE THOUGHT _____

ASSIGNMENT: WRITING A COMPLETE SENTENCE.

EXERCISE # 8

DIRECTIONS: REWRITE THE SENTENCE FRAGMENTS YOU FOUND IN EXERCISE # 5 AND MAKE THEM COMPLETE SENTENCES BY WRITING IN THE MISSING PART.

SENTENCES

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

ASSIGNMENT: WRITING A COMPLETE SENTENCE

EXERCISE # 9

DIRECTIONS: READ THE SENTENCES YOU REWROTE IN EXERCISE # 8 AND ANSWER THE QUESTIONS BELOW.

FINDING THE PREDICATE (THE ACTION PART OF A SENTENCE).

ASK YOURSELF: WHAT ACTION IS TAKING PLACE; WHAT IS BEING DONE?

SENTENCE # 1 _____

SENTENCE # 2 _____

SENTENCE # 3 _____

SENTENCE # 4 _____

SENTENCE # 5 _____

FINDING THE SUBJECT (WHO OR WHAT IS BEING TALKED ABOUT, DOING THE ACTION).

SENTENCE # 1 _____

SENTENCE # 2 _____

SENTENCE # 3 _____

SENTENCE # 4 _____

SENTENCE # 5 _____

IS EACH SENTENCE A COMPLETE THOUGHT? YES ____ NO ____

ASSIGNMENT: IDENTIFYING A RUN-ON SENTENCE.

EXERCISE # 10

DIRECTIONS: READ EACH SENTENCE BELOW AND PUT A CHECK NEXT TO EACH NUMBER IF THE SENTENCE SHOULD BE MADE INTO TWO OR MORE SENTENCES INSTEAD OF ONE.

SENTENCES

1. MARY MADE A DRESS BOB LIKES TO PLAY BALL THE CHILDREN WANT THE BALL.

2. THE CAKE IS IN THE OVEN.

3. JUDY AND NANCY ARE GOING SWIMMING AND TO THE MOVIES THEY ARE GOING DANCING.

4. SUMMER IS THE BEST TIME OF THE YEAR WE HAVE LOTS OF FUN WE DON'T GO TO SCHOOL IN THE SUMMER.

5. WE ARE GOING TO EAT AND SEE A MOVIE.

ASSIGNMENT: WRITING COMPLETE SENTENCES.

EXERCISE # 11

DIRECTIONS: REWRITE EACH RUN-ON SENTENCE YOU FOUND IN EXERCISE # 10.

* CLUE: REMEMBER TO BEGIN EACH SENTENCE WITH A CAPITAL LETTER AND PUT A PERIOD AT THE END OF EACH SENTENCE.

SENTENCES

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

ASSIGNMENT: IDENTIFYING THE PARTS OF A SENTENCE

EXERCISE # 12

DIRECTIONS: READ THE SENTENCES YOU WROTE IN EXERCISE 11 AND ANSWER THE QUESTIONS BELOW.

QUESTIONS

WHAT ACTION IS BEING DONE?

SENTENCE # 1 _____

SENTENCE # 2 _____

SENTENCE # 3 _____

SENTENCE # 4 _____

SENTENCE # 5 _____

SENTENCE # 6 _____

WHO OR WHAT IS DOING THE ACTION?

SENTENCE # 1 _____

SENTENCE # 2 _____

SENTENCE # 3 _____

SENTENCE # 4 _____

SENTENCE # 5 _____

SENTENCE # 6 _____

IS EACH SENTENCE A COMPLETE THOUGHT? YES _____ NO _____

WHAT IS THE ACTION PART OF THE SENTENCE CALLED? _____

WHAT IS THE PART OF THE SENTENCE CALLED THAT TELLS WHO OR WHAT YOU ARE TALKING ABOUT? _____

ASSIGNMENT: IDENTIFYING A COMPLETE SENTENCE
EXERCISE # 13
DIRECTIONS: PUT A "C" NEXT TO EACH NUMBER WITH A COMPLETE SENTENCE.

SENTENCES

1. THE PICNIC IS ON SATURDAY.

2. THE LEAVES ON THE TREE ARE.

3. THE BOOKS ARE ABOUT.

4. THE CHILDREN ARE EATING.

5. SUMMER IS THE BEST TIME OF THE YEAR WE HAVE LOTS OF FUN WE DON'T GO TO SCHOOL IN THE SUMMER.

6. KORY IS DRINKING MILK FROM A BOTTLE.

ASSIGNMENT: THE SENTENCE

EXERCISE # 14

DIRECTIONS: READ THE SENTENCES BELOW AND UNDERLINE THE SUBJECT ONCE AND THE PREDICATE TWICE. PUT A CHECK NEXT TO THE NUMBER IF THE SENTENCE IS A COMPLETE SENTENCE.

SENTENCES

1. I LIKE TO GO TO THE MOVIES.

2. I READ GOOD BOOKS.

3. I SAW WOOD TO MAKE A HOUSE.

4. I WANT SO MANY THINGS MONEY CAN'T BUY.

5. I HATE WRITINGS LIKE THIS.

6. I KNOW IT IS GOING TO SNOW AGAIN.

7. I BELIEVE SOONER OR LATER I WILL GET MY G.E.D.

8. I BELIEVE IN YOU.

9. I HATE CIGAR SMOKE.

ASSIGNMENT: SENTENCE COMPLETIONS

EXERCISE # 15

DIRECTIONS: COMPLETE THE FOLLOWING AND MAKE INTO COMPLETE SENTENCES.

SENTENCES

1. I WILL _____

_____

2. I HATE _____

_____

3. I LIKE _____

_____

4. I CAN _____

_____

5. I SAW _____

_____

6. I KNOW _____

_____

7. I WANT _____

_____

8. _____

_____

9. I HOPE _____

_____

10. I FEEL _____

_____

ASSIGNMENT: WRITING COMPLETE SENTENCES

EXERCISE # 16

DIRECTIONS: WRITE A SENTENCE ABOUT EACH OF THE FOLLOWING:

1. A TELEVISION PROGRAM _____

_____

_____

2. GOING TO SCHOOL _____

3. THE WEATHER _____

_____

_____

4. WHAT YOU ARE GOING TO DO ON THE WEEKEND _____

_____

_____

5. A HOBBY YOU HAVE _____

_____

_____

ASSIGNMENT: THE SENTENCE

EXERCISE # 17

DIRECTIONS: ANSWER THE QUESTIONS BELOW ABOUT THE SENTENCES YOU WROTE IN EXERCISE 16.

QUESTIONS

WHAT SHOULD EVERY SENTENCE HAVE?

1. _____

2. _____

3. _____

4. _____

5. _____

DOES YOUR SENTENCES HAVE ALL OF THE THINGS YOU LISTED ABOVE?

YES _____ NO _____

IF NOT, WHAT IS MISSING FROM YOUR SENTENCES?

_____

_____

_____

_____

ASSIGNMENT: WRITING A QUESTION
EXERCISE # 18
DIRECTIONS: WRITE AN ASKING SENTENCE ABOUT EACH OF THE FOLLOWING.

1. THE TIME OF DAY _____

_____

2. A PERSON'S AGE _____

_____

3. A PERSON'S JOB _____

_____

4. A PERSON'S CAR _____

_____

5. A DOCTOR APPOINTMENT _____

_____

QUESTIONS

1. WHAT DOES EVERY SENTENCE BEGIN WITH?
2. WHAT DOES EVERY SENTENCE END WITH?
3. WHAT DOES EVERY **QUESTION** BEGIN WITH?
4. WHAT DOES EVERY QUESTION END WITH?

UNIT SIX

PERMISSION NOTE

ASSIGNMENT: WRITING A PERMISSION NOTE

EXERCISE # 1

DIRECTIONS: MAKE A LIST OF THE THINGS YOU SHOULD INCLUDE IN A NOTE TO YOUR CHILD'S TEACHER GIVING YOUR PERMISSION FOR HER/HIM TO GO ON A CLASS TRIP.

MY LIST

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

DID YOU FORGET ANYTHING?

ASSIGNMENT: WRITING A PERMISSION NOTE

EXERCISE # 2

DIRECTIONS: READ THE PERMISSION NOTE BY KIM. CIRCLE ANY ERRORS THAT YOU FIND AND MAKE A LIST OF THINGS SHE LEFT OUT.

DEAR MS. JOHNSON. 1/30/85

I am giving my permission for Den to go on the trip on January 31, 1985.

Kim Grygo

MY LIST

_____

_____

_____

_____

_____

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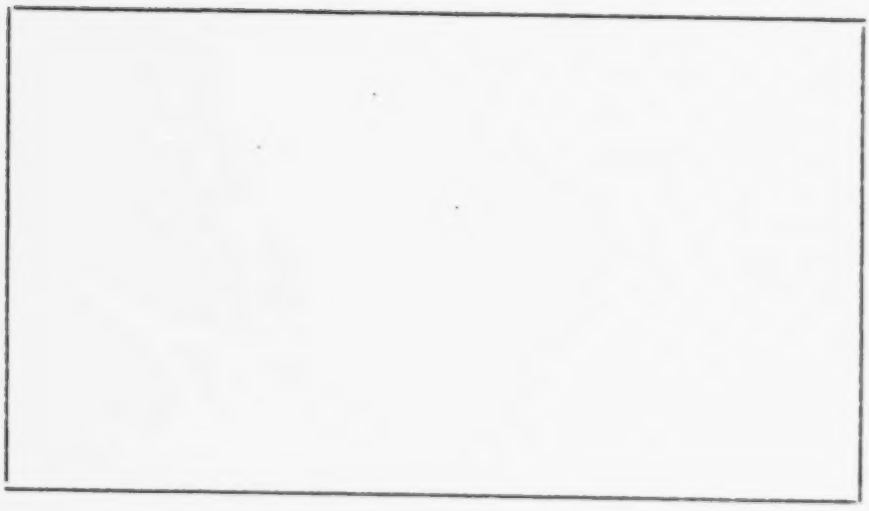
ASSIGNMENT: WRITING A PERMISSION NOTE

EXERCISE # 3

DIRECTIONS: REWRITE THE PERMISSION NOTE BY KIM WITH THE CORRECTIONS.

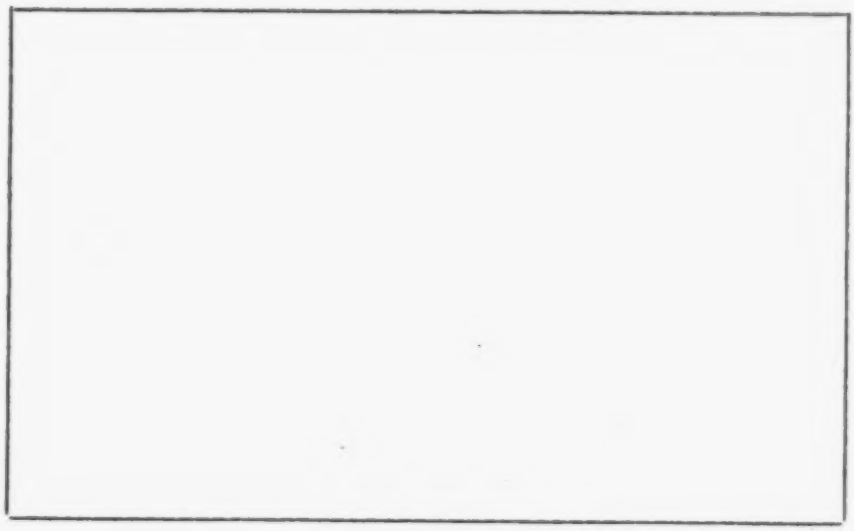


DID YOU INCLUDE ALL THE CORRECTIONS?

ASSIGNMENT: WRITING A PERMISSION NOTE

EXERCISE # 4

DIRECTIONS: READ THE PERMISSION NOTE BY ZENAIDA. CIRCLE ANY ERRORS YOU FIND AND MAKE A LIST OF THINGS SHE LEFT OUT.



MY LIST

_____

_____

_____

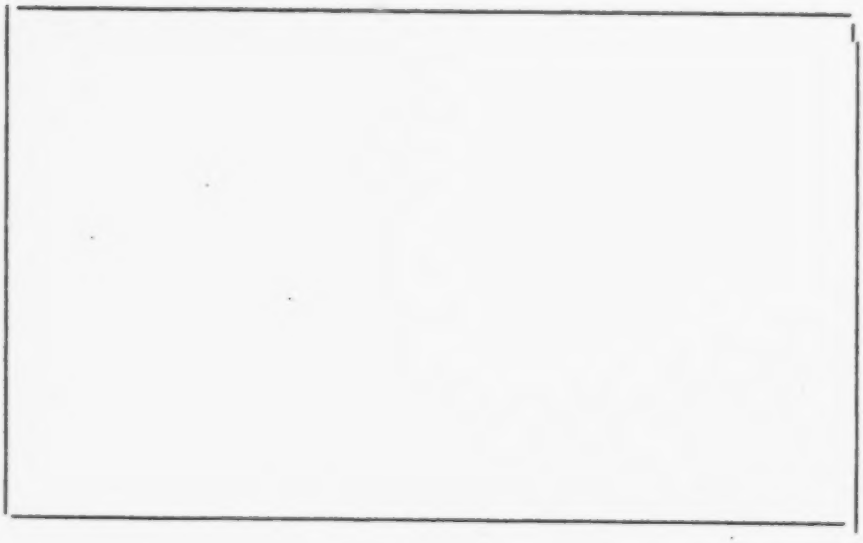
_____

_____

ASSIGNMENT: WRITING A PERMISSION NOTE

EXERCISE # 5

DIRECTIONS: REWRITE THE PERMISSION NOTE BY ZENAIDA WITH THE CORRECTIONS.

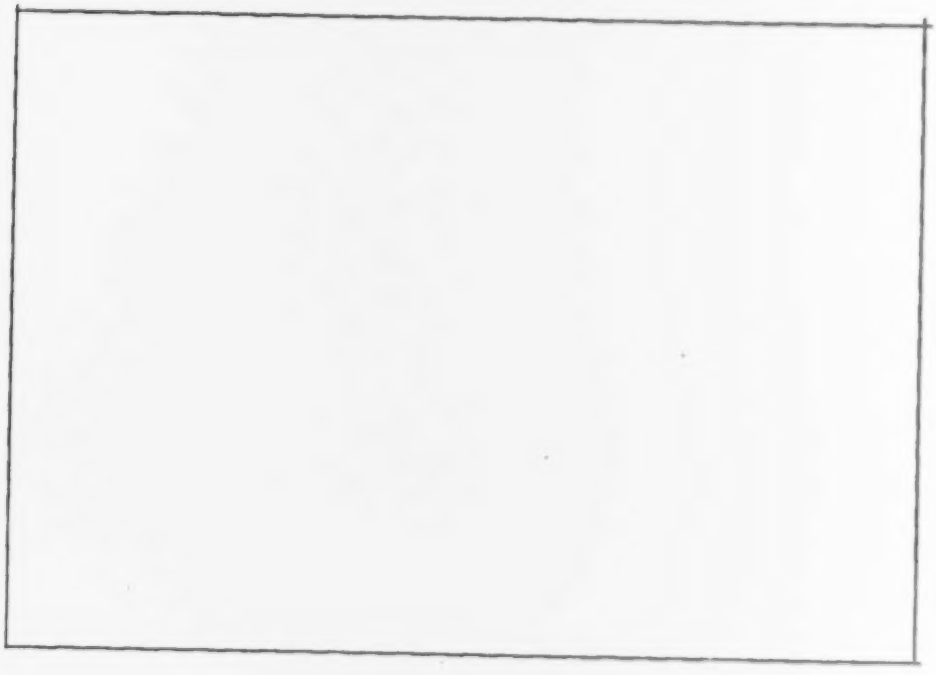


DID YOU INCLUDE ALL THE CORRECTIONS?

ASSIGNMENT: WRITING A PERMISSION NOTE.

EXERCISE # 6

DIRECTIONS: WRITE A PERMISSION NOTE FOR YOUR CHILD TO GO ON AN OUTING WITH HER/HIS CLASS. WHAT INFORMATION SHOULD YOU HAVE IN THE NOTE?



U N I T S E V E N

A N A B S E N C E N O T E

ASSIGNMENT: WRITING AN ABSENCE NOTE

EXERCISE # 1

DIRECTIONS: MAKE A LIST OF THE THINGS YOU THINK SHOULD BE INCLUDED IN A NOTE TO YOUR CHILD'S TEACHER EXPLAINING WHY SHE/HE WAS ABSENT FROM SCHOOL.

MY LIST

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

DID YOU FORGET ANYTHING?

ASSIGNMENT: WRITING AN ABSENCE NOTE

EXERCISE # 2

DIRECTIONS: READ THE ABSENCE NOTE WRITTEN BY KIM. CIRCLE ANY ERRORS YOU FIND AND MAKE A LIST OF WHAT SHE LEFT OUT.

1/30/85

Dear Ms. Johnson

Please excuse Den for beining absent he had the flu. He was out on January 26, 27. 28.

Kim Grygo

MY LIST

_____

_____

_____

_____

_____

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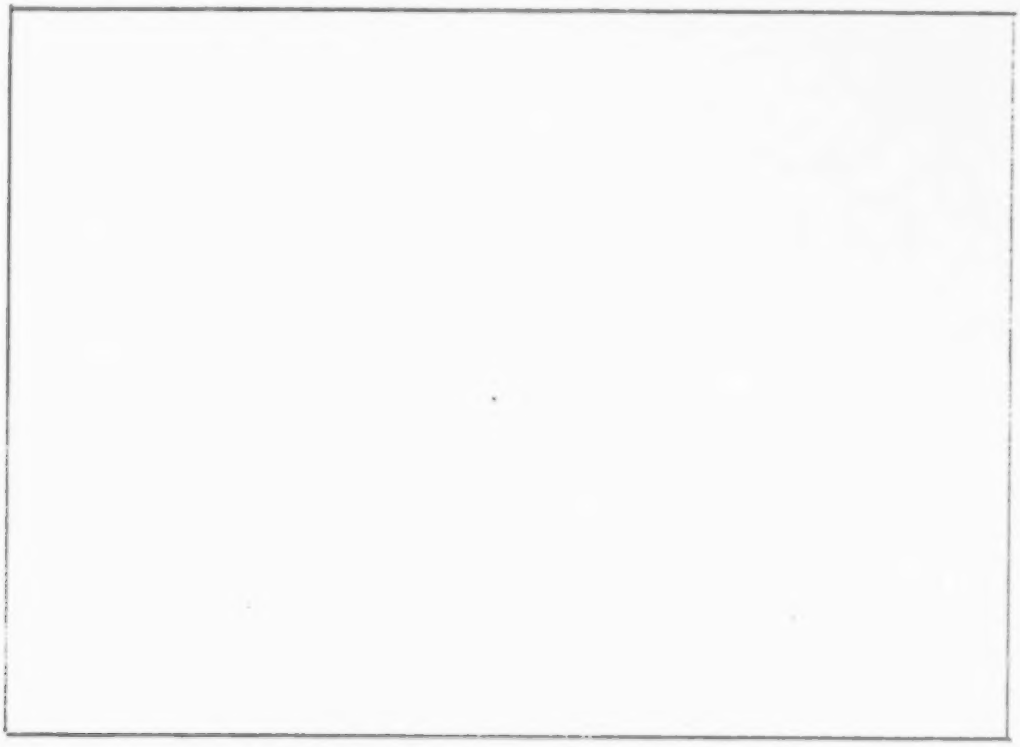
ASSIGNMENT: WRITING AN ABSENCE NOTE

EXERCISE # 3

DIRECTIONS: REWRITE THE ABSENCE NOTE BY KIM AND CORRECT ANY ERRORS.



ASSIGNMENT: WRITING AN ABSENCE NOTE.

EXERCISE # 4

DIRECTIONS: READ THE ABSENCE NOTE WRITTEN BY ZENAIDA. CIRCLE ANY ERRORS YOU FIND AND MAKE A LIST OF WHAT SHE LEFT OUT.

1/30/85

To Whom it my concern:

James was sick the last three weeks with the flu. Sorry he had to miss school. could it be possible for him to make up the work he missed.

Thank you

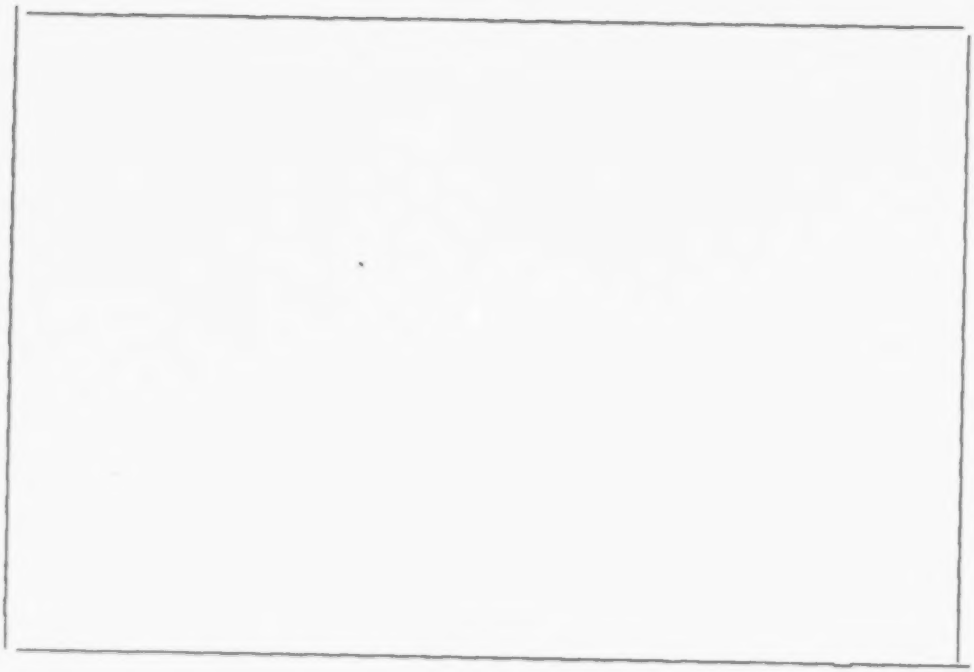
Zenaida

MY LIST

ASSIGNMENT: WRITING AN ABSENCE NOTE.

EXERCISE # 5

DIRECTIONS: REWRITE THE ABSENCE NOTE BY ZENAIDA AND CORRECT ANY ERRORS.



ASSIGNMENT: WRITING AN ABSENCE NOTE

EXERCISE # 6

DIRECTIONS: READ THE ABSENCE NOTE WRITTEN BY MARY LOU. CIRCLE ANY ERRORS YOU FIND AND MAKE A LIST OF WHAT SHE LEFT OUT.

2/3/85

Dear Ms Doe:

Eunice was home on 28/29/30 she was very sick with high fever. she is new able to Return to school.

Mary Lou Long

MY LIST

_____

_____

_____

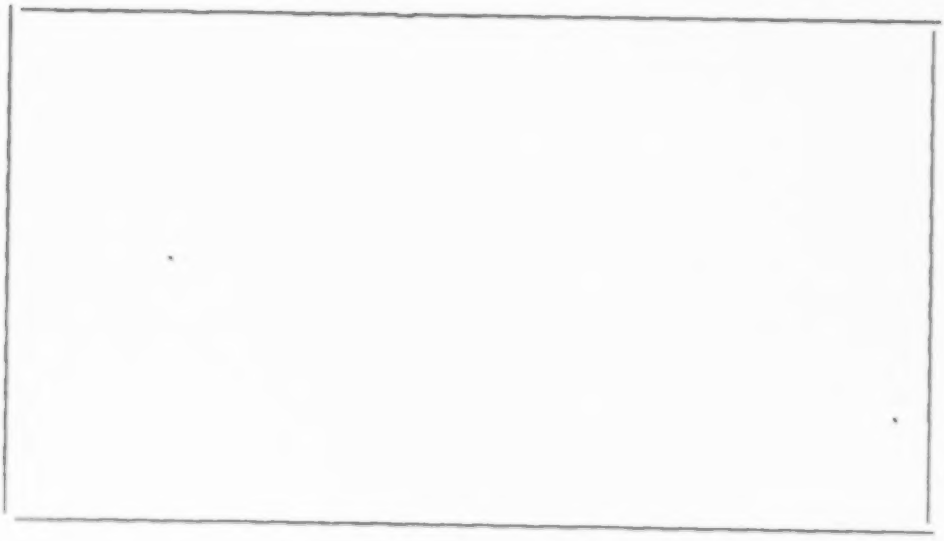
_____

_____

ASSIGNMENT: WRITING AN ABSENCE NOTE.

EXERCISE # 7

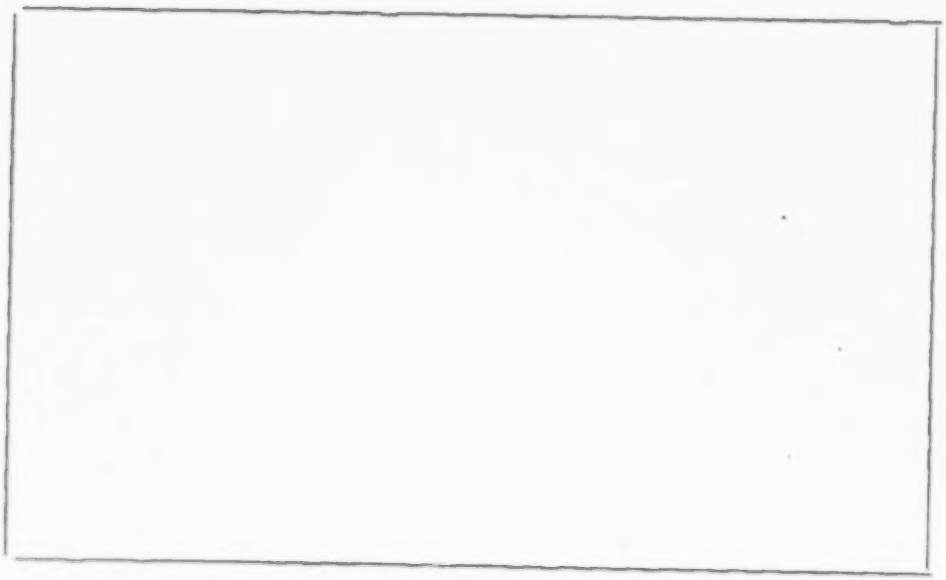
DIRECTIONS: REWRITE THE ABSENCE NOTE BY MARY LOU AND CORRECT ANY ERRORS.



ASSIGNMENT: WRITING AN ABSENCE NOTE.

EXERCISE # 8

DIRECTIONS: WRITE A NOTE FOR YOUR CHILD TO RETURN TO SCHOOL AFTER BEING OUT SICK. WHAT DO YOU NEED TO PUT IN THE NOTE?



U N I T E I G H T

D E S C R I P T I O N S

ASSIGNMENT: WRITING DESCRIPTIONS

EXERCISE # 1

DIRECTIONS: READ HERBERT'S DESCRIPTION OF HIS TEACHER AND CIRCLE ANY ERRORS YOU FIND.

HERBERT D. JONES MAY 17, 1985

Right about techer

what she look like and what she is wereing

she Has afro hair bush do. she wereing silver are rings and she has on a peach blose and also she is were apere of ranglers. she has apere of sandles on. she look very nice to day.

ASSIGNMENT: WRITING DESCRIPTIONS.

EXERCISE # 2

DIRECTIONS: REWRITE HERBERT'S DESCRIPTION OF HIS TEACHER WITH CORRECTIONS.

ASSIGNMENT: WRITING DESCRIPTIONS.
EXERCISE # 3
DIRECTIONS: READ ZENAIDA'S DESCRIPTION OF HER TEACHER AND CIRCLE ANY ERRORS YOU FIND.

ZENAIDA ROSA

MAY 16, 1985

What she looks like

She's tall, medium size, wears an afro, she wearing blue jeans and peach blouse. She wearing a pair of brown sandles and she teach a group of students.
She light skin complexion. she is her 35, and her front teeth is missing. and she also a very good teacher.

ASSIGNMENT: WRITING DESCRIPTIONS

EXERCISE # 4

DIRECTIONS: REWRITE ZENAIDA'S DESCRIPTION OF HER TEACHER. CORRECT ANY ERRORS YOU FIND.

ASSIGNMENT: WRITING DESCRIPTIONS

EXERCISE # 5

DIRECTIONS: WRITE A DESCRIPTION OF SOMEONE YOU KNOW, SOMETHING YOU OWN, OR SOME PLACE YOU'VE BEEN.

UNIT NINE

A FRIENDLY LETTER

ASSIGNMENT: WRITING A FRIENDLY LETTER

EXERCISE # 1

DIRECTIONS: READ THE INFORMATION BELOW TO LEARN THE PARTS OF A LETTER.

THINGS YOU SHOULD KNOW

WRITING A FRIENDLY LETTER CAN BE FUN, NOT ONLY FOR THE PERSON WRITING THE LETTER, BUT ALSO FOR THE ONE RECEIVING IT. ALL LETTERS WHETHER THEY ARE FRIENDLY, FOR BUSINESS OR COMPLAINT LETTERS SHOULD HAVE AT LEAST THE FOLLOWING INFORMATION:

NAME
DATE
ADDRESS
GREETING
BODY (WHAT YOU ARE WRITING ABOUT, WHAT YOU WANT TO SAY)
CLOSING
SIGNATURE

ASSIGNMENT: WRITING A FRIENDLY LETTER
EXERCISE # 2
DIRECTIONS: READ THE LETTER BELOW AND CIRCLE ANY ERRORS YOU FIND.

KIM G.
2522 Gaul St.
Phila PA 19125

Dear Linda

How are you doing? How was the prome? I hope you had a good time. I heard you real looked nice. send me a pitcher from the prome. Sure I couldn't get down to see you we'll have to get to gether some time soon. Call me 426-8666

Love
Kim

DID YOU CIRCLE ALL THE ERRORS?

ASSIGNMENT: WRITING A FRIENDLY LETTER

EXERCISE # 2a

DIRECTIONS: REWRITE THE LETTER IN EXERCISE # 2 CORRECTLY.

ASSIGNMENT: WRITING A FRIENDLY LETTER

EXERCISE # 3

DIRECTIONS: READ THE LETTER BELOW AND CIRCLE ANY ERRORS YOU FIND.

ZENAIDA R.
3334 N. Reese St.
Phila,. PA 19140

Dear Nilsa

I'm writing you a short letter To let you know that I receive the post card and the money order you send me. Thank you very much. Elisa is walking now and running around. She asks for you all the time and she sends her love to you. I'll see you in two months. I love you. Don't forget to call.

Love
Zenaida

DID YOU CIRCLE ALL THE ERRORS?

ASSIGNMENT: WRITING A FRIENDLY LETTER

EXERCISE # 3a

DIRECTIONS: REWRITE THE LETTER IN EXERCISE # 3 CORRECTLY.

ASSIGNMENT: WRITING A FRIENDLY LETTER

EXERCISE # 4

DIRECTIONS: WRITE A FRIENDLY LETTER TO A FRIEND OR RELATIVE.

U N I T T E N

A D D R E S S I N G

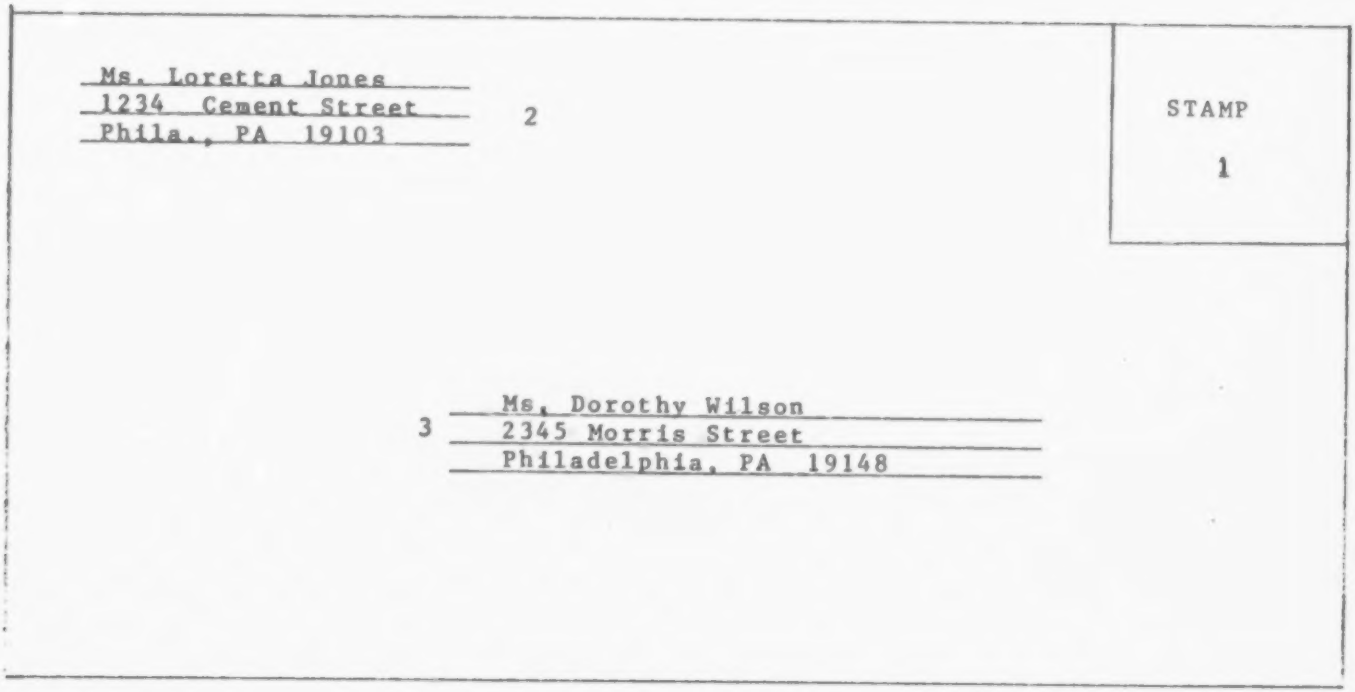
A N

E N V E L O P E

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE #1

DIRECTIONS: LOOK AT THE ENVELOPE BELOW AND LEARN EACH PART



1 = STAMP

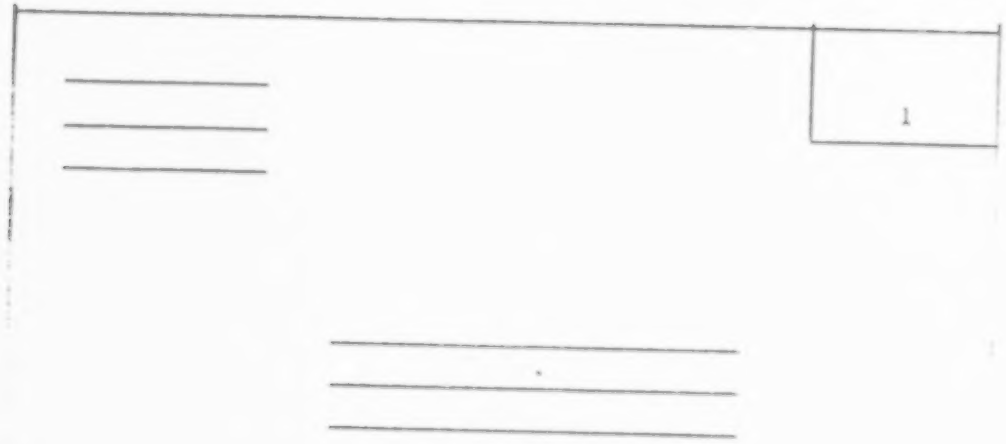
2 = YOUR RETURN ADDRESS

3 = NAME AND ADDRESS OF PERSON YOU ARE WRITING

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 2

DIRECTIONS: LOOK AT THE ENVELOPE BELOW AND IDENTIFY EACH NUMBERED PART.



NUMBER 1 IS _____

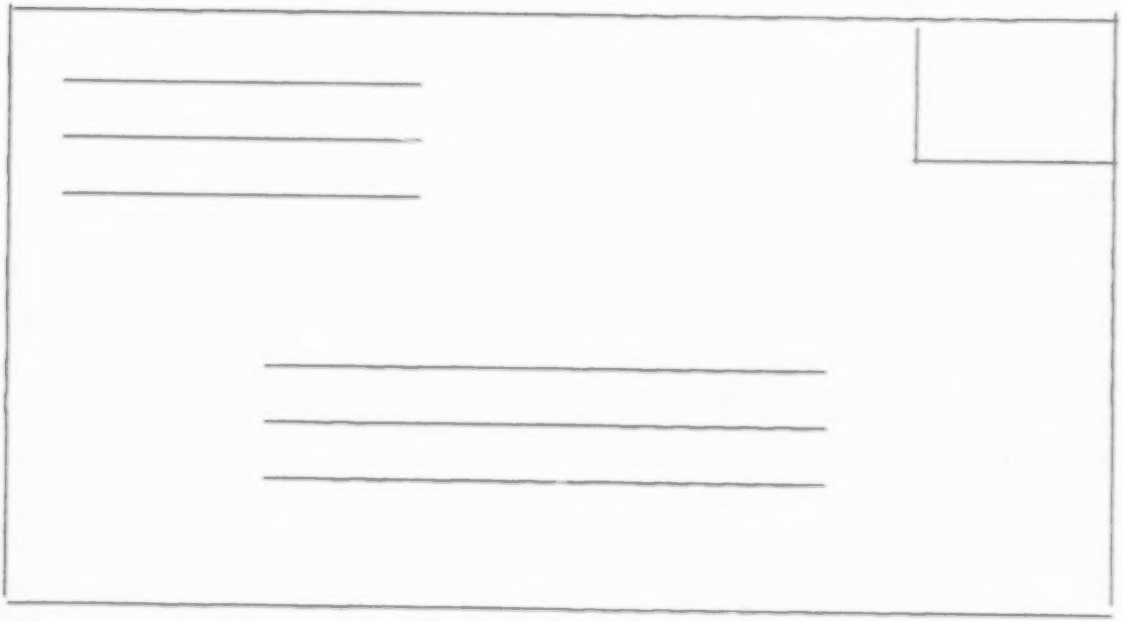
NUMBER 2 IS _____

NUMBER 3 IS _____

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 3

DIRECTIONS: ADDRESS THE ENVELOPE BELOW TO A FRIEND OR RELATIVE.



U N I T E L E V E N

W R I T I N G

A

C O M P L A I N T L E T T E R

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 1

DIRECTIONS: READ THE "TIPS TO REMEMBER" WHEN WRITING A COMPLAINT LETTER BELOW, THEN COMPLETE EACH EXERCISE IN THIS UNIT.

TIPS TO REMEMBER

WHEN WRITING A COMPLAINT LETTER, BE SURE YOU:

1. WRITE TO A PERSON OR OFFICE
2. EXPLAIN WHAT THE PROBLEM IS
3. TELL WHEN AND WHERE THE PROBLEM HAPPENED
4. TELL WHAT YOU WANT TO HAPPEN
5. TELL HOW YOU CAN BE CONTACTED
6. DO NOT MAKE THE READER ANGRY
7. WRITE NEATLY

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 2

DIRECTIONS: LOOK AT THE PARTS OF THE COMPLAINT LETTER BELOW AND LEARN THE DIFFERENT PARTS.

1 _____
_____
_____

_____
_____ 2
_____

_____ 3

_____
_____
_____
_____
_____
_____
_____

5 _____

6 _____

1 = YOUR RETURN ADDRESS/DATE
2 = THE NAME, TITLE AND ADDRESS OF THE PERSON/OFFICE YOU ARE WRITING
3 = YOUR GREETING
4 = THE BODY OF THE LETTER (WHAT YOU ARE WRITING ABOUT)
5 = YOUR CLOSING
6 = YOUR SIGNATURE

ASSIGNMENT: WRITING A COMPLAINT LETTER
EXERCISE # 3
DIRECTIONS: READ THE COMPLAINT LETTER BELOW AND CIRCLE ANY ERRORS.

2412 Yocum St.
Phila, P.A. 19125
May 7, 1985

Dear Manager

On October 1984 I brought a radio in to G&R Service Companiest to be repair. It was under warranty but I misplace the warranty. I have my sales recript and at G&R I was told because it was a new radio if I paid to get it repair that Fisher would remburst me for it throw G&R. I paid $50.00 to have the redio repair. On October 14, 1984 I have my warranty now. I sent Fisher & G&R copy of my warranty and letter. G&R said they haven't heard from you. It's been seven months since. I paid for it and I still haven't heard any thing from your companiest.

Please contact me at 426-4408.

Sincerely
Kim Grygo

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 3a

DIRECTIONS: LISTED BELOW ARE THE PARTS EVERY COMPLAINT LETTER SHOULD HAVE. FILL IN EACH PART WITH THE INFORMATION FROM KIM'S LETTER IN EXERCISE 3.

1. THE PERSON/OFFICE YOU ARE WRITING TO _____

_____

_____

2. THE PROBLEM _____

_____

_____

3. WHEN/WHERE THE PROBLEM HAPPENED _____

_____

_____

4. WHAT YOU WANT TO HAPPEN _____

_____

_____

5. HOW TO CONTACT YOU _____

_____

_____

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 3b

DIRECTIONS: REWRITE KIM'S COMPLAINT LETTER WITH THE CORRECTIONS.

ASSIGNMENT: WRITING A COMPLAINT LETTER
EXERCISE # 3c
DIRECTIONS: ANSWER THE QUESTIONS BELOW ABOUT KIM'S LETTER.

QUESTIONS

1. DOES KIM'S LETTER HAVE ALL THE PARTS THAT SHOULD BE IN A COMPLAINT LETTER? YES _____ NO _____

2. IF NOT, WHAT PARTS ARE MISSING?

_____

_____

_____

_____

_____

3. DOES KIM MAKE THE READER ANGRY? YES _____ NO _____

4. IF SO, WHAT DID SHE WRITE THAT WOULD ANGER THE READER?

_____

_____

_____

_____

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE: # 3d

DIRECTIONS: LOOK AT THE OUTLINE FOR A COMPLAINT LETTER BELOW AND IDENTIFY THE NUMBERED PARTS.

_____

1 _____

_____

_____

_____ 2

_____

_____ 3

_____

_____

_____

_____

_____

_____

_____

5 _____

6 _____

NUMBER 1 IS _____

NUMBER 2 IS _____

NUMBER 3 IS _____

NUMBER 4 IS _____

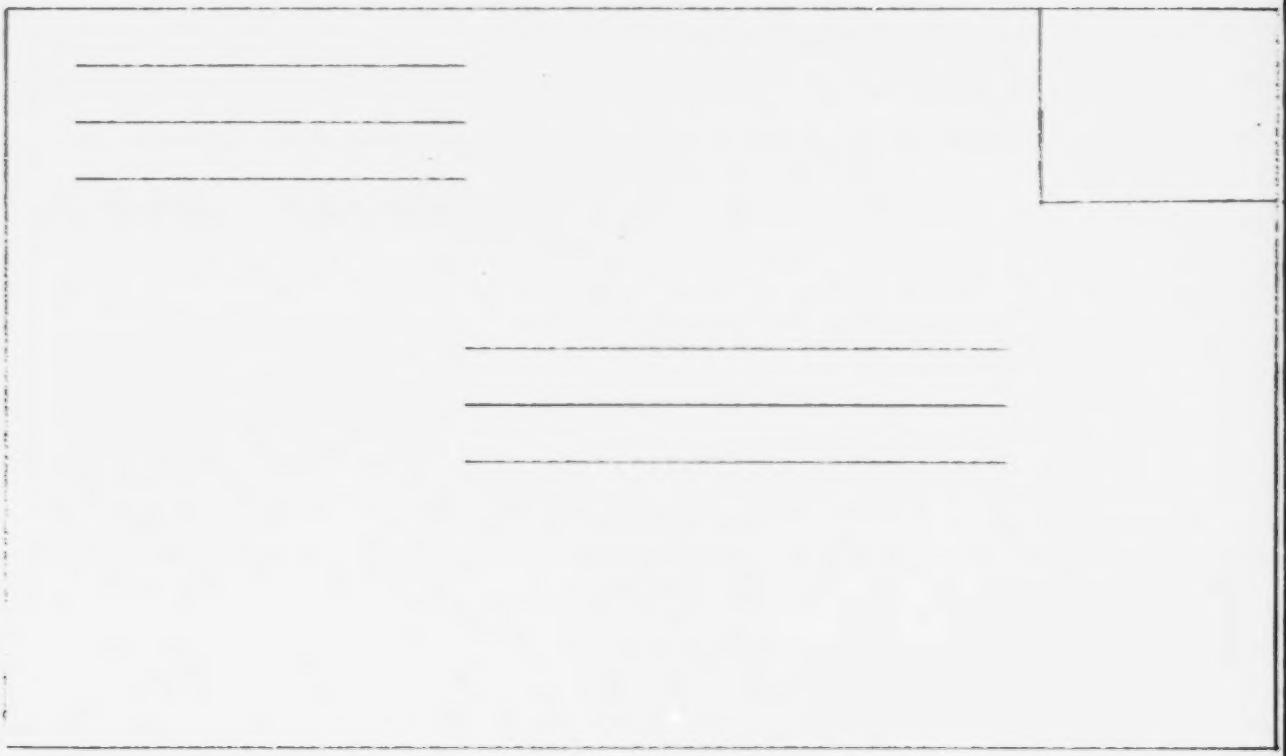
NUMBER 5 IS _____

NUMBER 6 IS _____

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE #4c

DIRECTIONS: ADDRESS AN ENVELOPE FOR YOUR COMPLAINT LETTER.



ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE #3e

DIRECTIONS: LOOK AT THE ENVELOPE FOR KIM'S LETTER BELOW AND CIRCLE ANY ERRORS.

KIM GRYGO

2424 York St.

Phila, P.A. 19125

STAMP

Fisher Corporation

21314 Lassen Street

Chatsworth, Ca, 91311

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 3f

DIRECTIONS: IF YOU FOUND ANY ERRORS ON KIM'S ENVELOPE, MAKE OUT ANOTHER WITH THE CORREDTIONS.

89

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 4

DIRECTIONS: WRITE A LETTER TO SOMEONE COMPLAINING ABOUT:

a) THE SERVIDE YOU RECEIVED/DID NOT RECEIVE

b) SOMETHING YOU BOUGHT/ORDERED THAT WAS BROKEN OR YOU DID NOT RECEIVE.

BE SURE TO REREAD THE "TIPS TO REMEMBER".

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 4a

DIRECTIONS: LISTED BELOW ARE THE PARTS EVERY COMPLAINT LETTER SHOULD HAVE. FILL IN EACH PART WITH THE INFORMATION FROM YOUR LETTER IN EXERCISE 4.

1. THE PERSON/OFFICE YOU ARE WRITING TO _____

_____

_____

2. THE PROBLEM _____

_____

_____

3. WHEN/WHERE THE PROBLEM HAPPENED _____

_____

_____

4. WHAT YOU WANT TO HAPPEN _____

_____

_____

5. HOW TO CONTACT YOU _____

_____

_____

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 4b

DIRECTIONS: ANSWER THE QUESTIONS BELOW ABOUT YOUR LETTER.

QUESTIONS

1. DOES YOUR LETTER HAVE ALL THE PARTS THAT SHOULD BE IN A COMPLAINT LETTER? YES _____ NO _____

2. IF NOT, WHAT PARTS ARE MISSING?

_____

_____

_____

_____

_____

3. DOES YOU MAKE THE READER ANGRY? YES _____ NO _____

4. IF SO, WHAT DID YOU WRITE THAT WOULD ANGER THE READER?

_____

_____

_____

_____

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 5

DIRECTIONS: READ THE COMPLAINT LETTER BELOW AND CIRCLE ANY ERRORS.

Zenaida Rosa
3314 N Reese St
Phila,. PA 19140

Fingerhut Corporation
345 South 12th St
Phila, PA 19120

Dear: Mr Sanabria

I ordered a toy train from your store on May 8 at 12 & Market St.

It cost $20.00. I didn't receive the toy I ordered and the company is charging me for it.

I would like you to send my my toy train or to take off the $20.00 you charged me.

Please hàve someone write to me at this address or to call me.

3334 N Reese St
Phila, PA 19140
Tel 227-6811

Sincerely your
Zenaida Rosa

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 5a

DIRECTIONS: LISTED BELOW ARE THE PARTS EVERY COMPLAINT LETTER SHOULD HAVE. FILL IN EACH PART WITH THE INFORMATION FROM ZENAIDA'S LETTER.

1. THE PERSON/OFFICE YOU ARE WRITING TO _____

_____

_____

2. THE PROBLEM _____

_____

_____

3. WHEN/WHERE THE PROBLEM HAPPENED _____

_____

_____

4. WHAT YOU WANT TO HAPPEN _____

_____

_____

5. HOW TO CONTACT YOU _____

_____

_____

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 5b

DIRECTIONS: REWRITE ZENAIDA'S COMPLAINT LETTER WITH THE CORRECTIONS.

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 5c

DIRECTIONS: ANSWER THE QUESTIONS BELOW ABOUT ZENAIDA'S LETTER.

QUESTIONS

1. DOES ZENAIDA'S LETTER HAVE ALL THE PARTS THAT SHOULD BE IN A COMPLAINT LETTER? YES ____ NO _____

2. IF NOT, WHAT PARTS ARE MISSING?

_____

_____

_____

_____

_____

3. DOES ZENAIDA MAKE THE READER ANGRY? YES _____ NO _____

4. IF SO, WHAT DID SHE WRITE THAT WOULD ANGER THE READER?

_____

_____

_____

_____

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 5d

DIRECTIONS: LOOK AT THE OUTLINE FOR A COMPLAINT LETTER BELOW AND IDENTIFY THE NUMBERED PARTS.

_____

1 _____

_____

_____

_____ 2

_____

_____ 3

_____ 4 _____

_____

_____

_____

_____

_____

5 _____

6 _____

NUMBER 1 IS _____

NUMBER 2 IS _____

NUMBER 3 IS _____

NUMBER 4 IS _____

NUMBER 5 IS _____

NUMBER 6 IS _____

111

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 5e

DIRECTIONS: LOOK AT THE ENVELOPE FOR ZENAIDA'S LETTER BELOW AND CIRCLE ANY ERRORS.

ZENAIDA ROSA
3334 N REESE ST
PHIAL., PA 19140

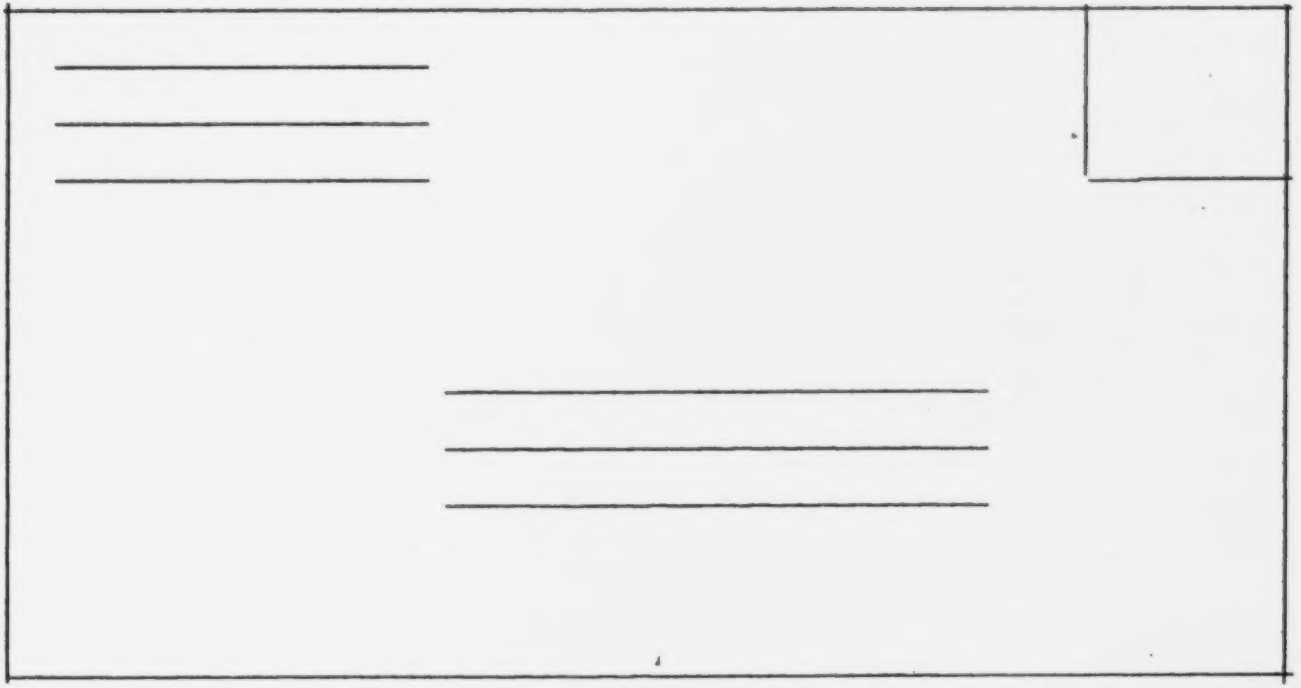
STAMP

FINGERHUT CORPORATION
345 SOUTH 12th ST
PHILA., PA 19120

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 5f

DIRECTIONS: IF YOU FOUND ANY ERRORS ON ZENAIDA'S ENVELOPE, MAKE OUT ANOTHER WITH THE CORRECTIONS.



ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCIES # 6

DIRECTIONS: WRITE A LETTER TO SOMEONE COMPLAINING ABOUT:

a) THE SERVICE YOU RECEIVED/DID NOT RECEIVE

b) SOMETHING YOU BOUGHT/ORDERED THAT WAS BROKEN AND YOU DID NOT RECEIVE.

BE SURE TO REREAD THE "TIPS TO REMEMBER".

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 6a

DIRECTIONS: LISTED BELOW ARE THE PARTS EVERY COMPLAINT LETTER SHOULD HAVE. FILL IN EACH PART WITH THE INFORMATION FROM YOUR COMPLAINT LETTER.

1. THE PERSON/OFFICE YOU ARE WRITING TO _____

_____

_____

2. THE PROBLEM _____

_____

_____

3. WHEN/WHERE THE PROBLEM HAPPENED _____

_____

_____

4. WHAT YOU WANT TO HAPPEN _____

_____

_____

5. HOW TO CONTACT YOU _____

_____

_____

ASSIGNMENT: WRITING A COMPLAINT LETTER

EXERCISE # 6b

DIRECTIONS: ANSWER THE QUESTIONS BELOW ABOUT YOUR COMPLAINT LETTER.

QUESTIONS

1. DOES YOUR LETTER HAVE ALL THE PARTS THAT SHOULD BE IN A COMPLAINT LETTER? YES _____ NO _____

2. IF NOT, WHAT PARTS ARE MISSING?

_____

_____

_____

_____

_____

3. WILL YOUR LETTER MAKE THE READER ANGRY? YES _____ NO ____

4. IF SO, HOW CAN YOU REWORD YOUR LETTER SO IT WILL NOT ANGER THE READER?

_____

_____

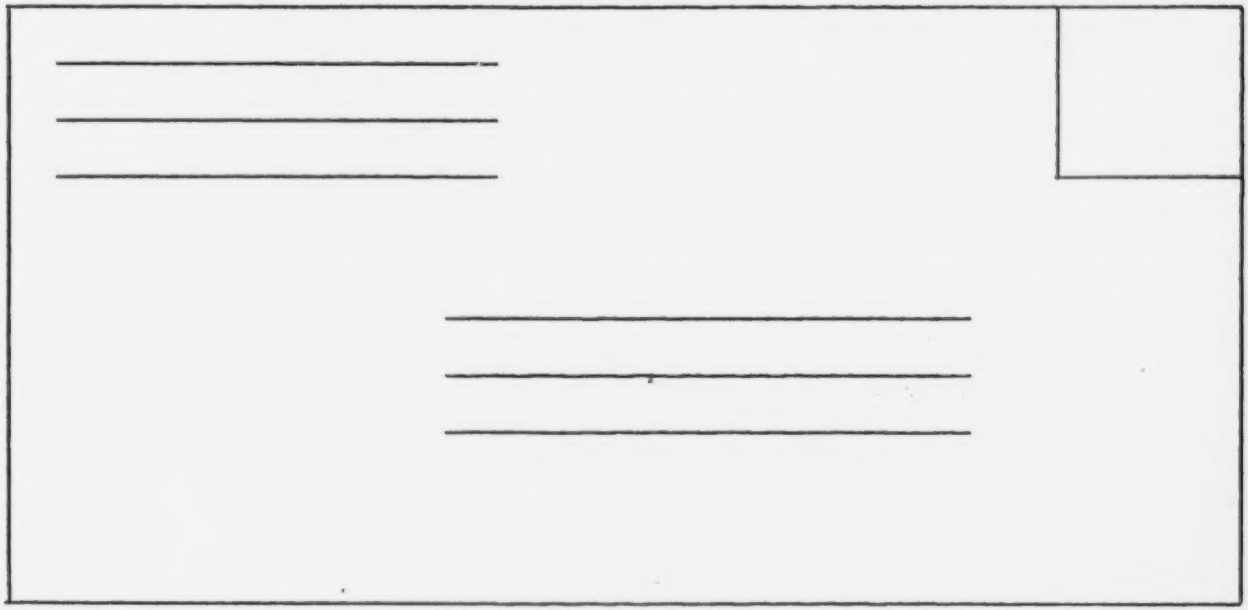
_____

_____

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 6c

DIRECTIONS: ADDRESS AN ENVELOPE FOR YOUR COMPLAINT LETTER.



U N I T T W E L V E

A B U S I N E S S L E T T E R

ASSIGNMENT: WRITING A BUSINESS LETTER
EXERCISE # 1
DIRECTIONS: READ THE INFORMATION BELOW TO LEARN THE PARTS OF A BUSINESS LETTER.

THINGS YOU SHOULD KNOW

TODAY THERE ARE TWO ACCEPTED WAYS OF WRITING A BUSINESS LETTER. YOU CAN USE THE INDENTED FORM (INDENTING THE FIRST WORD OF EACH PARAGRAPH) OR THE FULL BLOCK FORM, OR NON-INDENTED FORM (ALL PARAGRAPHS BEGIN AT THE EXTREME LEFT SIDE OF THE PAGE). WHICHEVER FORM YOU USE, A GOOD BUSINESS LETTER SHOULD HAVE ALL OF THE FOLLOWING:

TITLE AND NAME OF THE PERSON TO WHOM YOU ARE WRITING
ADDRESS OF THE PERSON TO WHOM YOU ARE WRITING
YOUR NAME AND ADDRESS
A GREETING (THE GREETING CAN BE BY NAME AND TITLE OR "TO WHOM IT MAY CONCERN")
BODY (WRITING WHAT YOU WANT TO SAY BRIEFLY AND TO THE POINT)
SIGNATURE AND YOUR ADDRESS IF NOT PRINTED ON THE LETTER
ENCLOSURE (ENC.) THIS TELLS IF YOU HAVE PUT ANYTHING ELSE IN THE ENVELOPE OTHER THAT THE LETTER.

ASSIGNMENT: WRITING A BUSINESS LETTER
EXERCISE # 2
DIRECTIONS: READ THE LETTER BELOW AND CIRCLE ANY ERRORS YOU FIND.

2522 York St.
Phila P.A. 19125
May 16, 1985

Temple University

Dear Temple

I am writing for some information about a GED test. What part of Temple do I take the test in? Do I need appointment? How much is the test? How many test are there and how many can be taken at one time? How long will it take to get my test score? How long are the test? How many points do you need to pass? Do I have a surtain amout of time to take all the tests? If I don't pass do I have to wait a period of time before I can take them over?

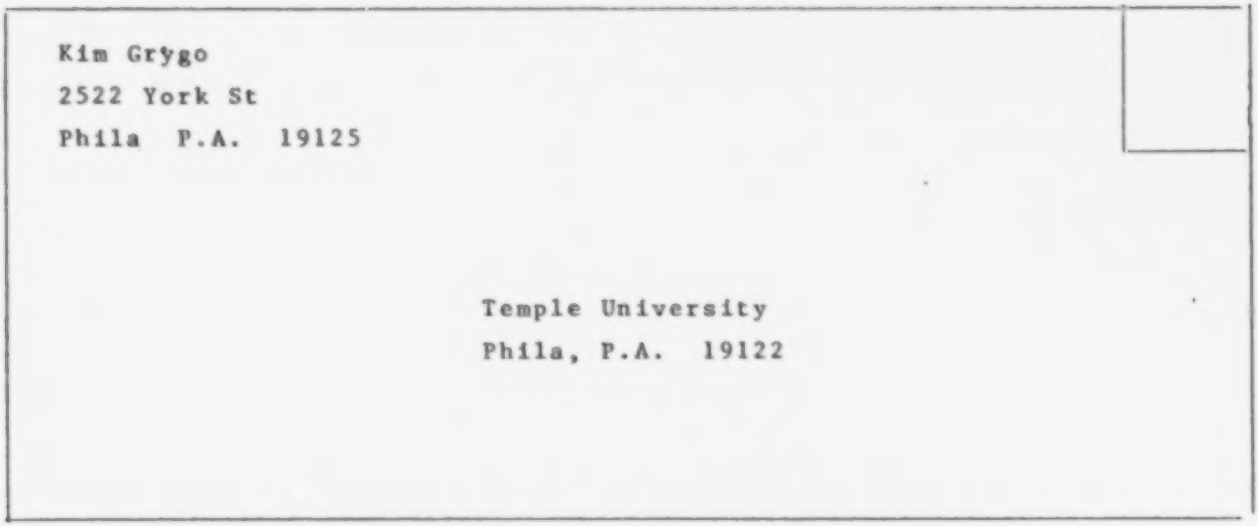
Thank you
Sincerely
Kim Grygo

120

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 2a

DIRECTIONS: LOOK AT THE ENVELOPE BELOW THAT GOES WITH KIM'S LETTER IN EXERCISE # 2 AND CIRCLE ANY ERRORS YOU FIND.



ASSIGNMENT: WRITING A BUSINESS LETTER

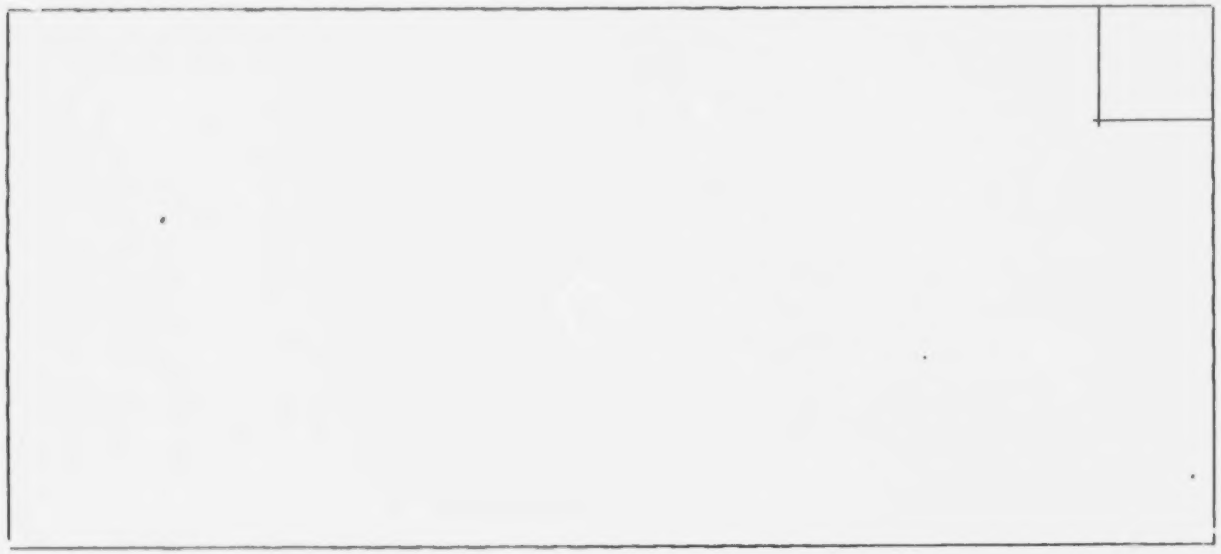
EXERCISE # 4

DIRECTIONS: WRITE A BUSINESS LETTER TO YOUR GAS, ELECTRIC OR TELEPHONE COMPANY. REREAD "THINGS YOU SHOULD KNOW" ABOUT BUSINESS LETTERS.

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 3c

DIRECTIONS: READDRESS AN ENVELOPE FOR ZENAIDA'S LETTER IF YOU FOUND ANY ERRORS ON THE ONE SHE ADDRESSED IN EXERCISE 3a.



ASSIGNMENT: WRITING A BUSINESS LETTER

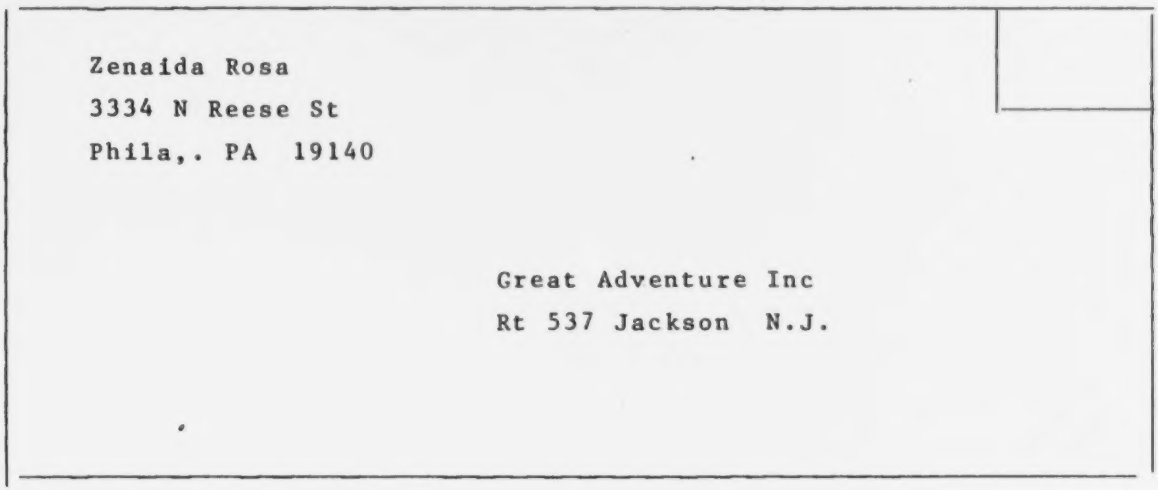
EXERCISE # 3b

DIRECTIONS: REWRITE ZENAIDA'S LETTER WITH YOUR CORRECTIONS.

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 3a

DIRECTIONS: LOOK AT THE ENVELOPE BELOW THAT GOES WITH ZENAIDA'S LETTER IN EXERCISE # 3 AND CIRCLE ANY ERRORS YOU FIND.



ASSIGNMENT: WRITING A BUSINESS LETTER
EXERCISE # 3
DIRECTIONS: READ THE LETTER BELOW AND CIRCLE ANY ERRORS YOU FIND.

Zenaida Rosa
3334 N. Reese St.
Phila,. PA 19140

Great Adventure
Rt 537
Jackson NJ

To Whom It Concern:

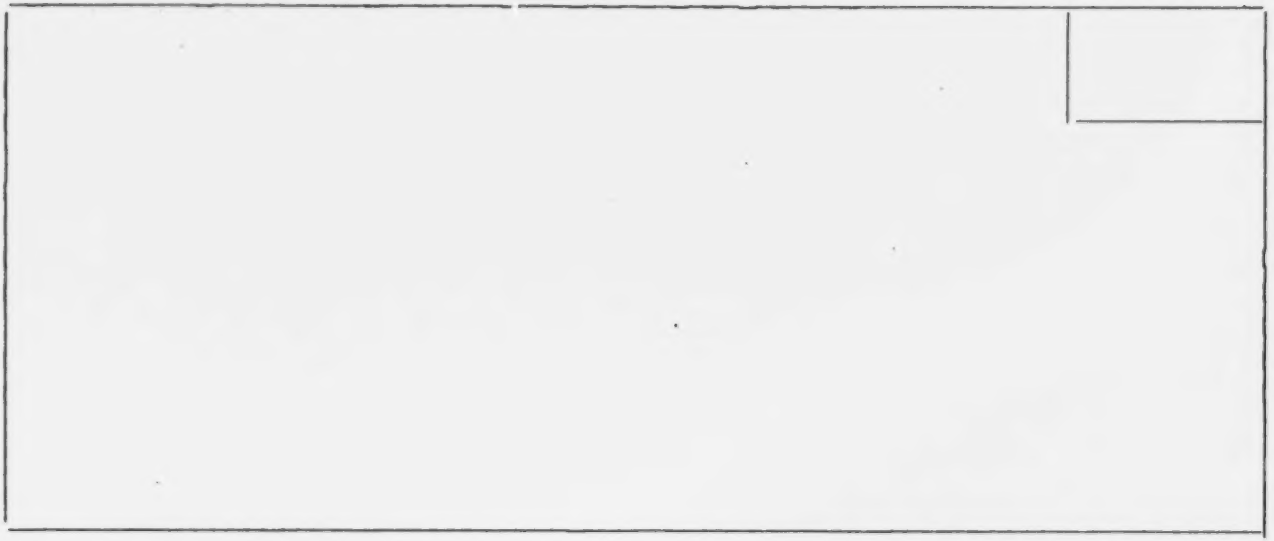
I would like some information about Great Adventure. What time does it open and how much is intrance fee. I also like to knoe if you have any discount prices. When the bus leave from Great Adventure to Philadelphia. You could call me at this number 634-3653 or write to me at this address 3334 N. Reese St

Sincerely,
Zenaida Rosa

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 2c

DIRECTIONS: READDRESS AN ENVELOPE FOR KIM'S LETTER IF YOU FOUND ANY ERRORS ON THE ONE SHE ADDRESSED IN EXERCISE 2a.



ASSIGNMENT: WRITING A BUSINESS LETTER

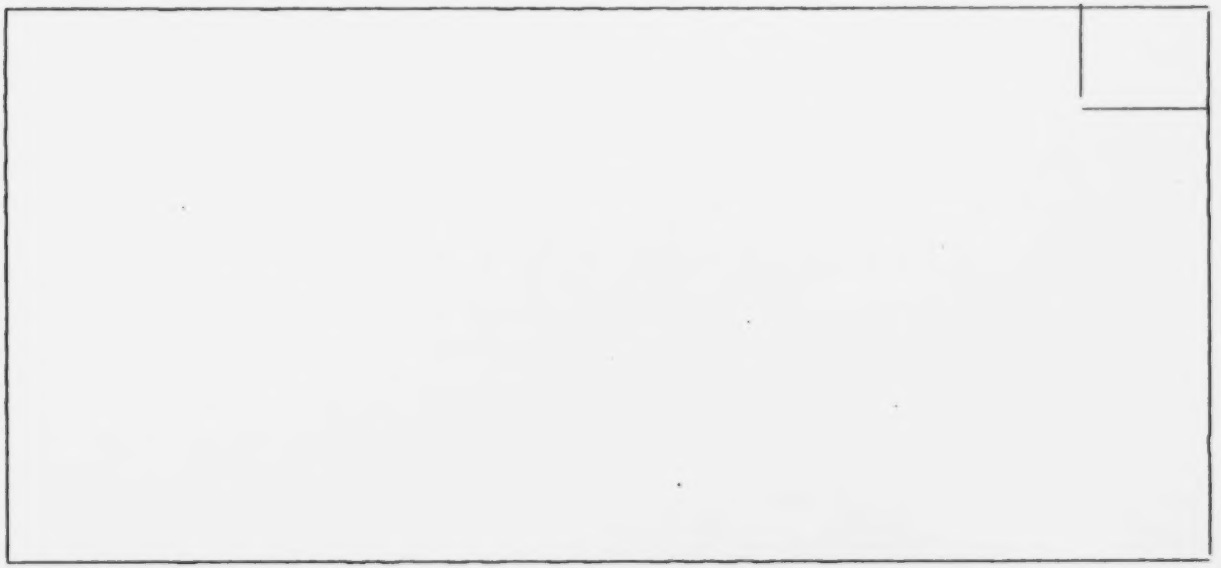
EXERCISE # 2b

DIRECTIONS: REWRITE KIM'S LETTER WITH YOUR CORRECTIONS.

ASSIGNMENT: ADDRESSING AN ENVELOPE

EXERCISE # 4a

DIRECTIONS: ADDRESS THE ENVELOPE BELOW TO GO WITH YOUR BUSINESS LETTER IN EXERCISE 4.



U N I T T H I R T E E N

F R E E W R I T I N G

ASSIGNMENT: FREE WRITING

EXERCISE # 1

DIRECTIONS: READ THE STUDENT WRITINGS ON THE NEXT PAGES THEN LOOK AT THE LIST OF TOPICS AND CHOOSE A TOPIC TO WRITE ON.

TOPICS

CHOOSE ONE:

1. HOW YOU FEEL ABOUT GOING BACK TO SCHOOL.
2. A TRIP YOU WENT ON.
3. HOW YOU CELEBRATE A HOLIDAY.
4. LOOKING FOR A JOB.
5. YOUR HOBBY
6. HOW YOU SPEND A DAY.
7. CHANGES IN YOUR LIFE.

ASSIGNMENT: READING STUDENT WRITINGS

EXERCISE # 1a

DIRECTIONS: READ THE STUDENT WRITINGS BELOW.

HOW I SPENT THE DAY

THIS IS A NOTE ABOUT WHAT I DID ON NOVEMBER 5. I GOT UP OUT OF BED AT 7 O'CLOCK IN THE MORNING AND I WENT DOWN STAIRS AND HAD MY COFFEE. I WENT TO WORK FIRST AND THEN TO DREXEL UNIVERSITY LIBRARY TO DO MY HOMEWORK. THEN I WENT HOME.

I MADE DINNER FOR MY HUSBAND AND WHEN WE GOT DONE EATING WE RELAXED AND WATCHED T.V. THAT IS WHAT I DID ON NOVEMBER 5 OF 84.

MARYANN

HOW I SPENT THE DAY

I GOT UP AT 6:00. I GOT CARLTON AND EUNICE UP FOR SCHOO. AFTER I GOT THE KIDS UP, I GOT DRESSED AND WENT DOWNSTAIRS AND GOT COFFEE. I SAT ON THE COUCH. I PLAYED THE RADIO AND DID MY HOMEWORK. I DID HOUSEWORK AFTER I DID MY HOMEWORK. I TOOK THE DOGS FOR A WALK. I DID HOMEWORK AT 3:00. I MADE SUPPER. I WENT TO SEE LITTLE MARY AND BIG MARY WENT TOO. SHE CALLED ME AND SAID SHE HAD A BOY. MOTHER AND BABY BOY WERE HEALTHY. I HELD THE BABY. HE WAS 7 HOURS OLD. I WENT TO THE BAR TO TELL THE GIRLS ABOUT OUR BOY. EVERYDAY 6 TO 8 I WORK ON MY HOMEWORK.

MARYLOU

MY DAY

I CAME TO SCHOOL ON MONDAY AFTERNOON. MY TEACHER WAS NOT IN THAT DAY. MY CLASS WENT ON THE TRIP, SO I HELPED KATHY IN HER OFFICE THAT DAY WITH HER PAPER WORK. I LIKED TO HELP OUT THAT DAY.

VIRGINIA

CLASS TRIP

WHEN WE WENT ON THE TRIP, THE TRIP WAS NICE. I ENJOYED MYSELF. I MAY NOT HAVE UNDERSTOOD EVERYTHING, BUT I STILL HAD A GOOD TIME. THE BETSY ROSS HOUSE WAS NICE. THE PAINTINGS IN THE GALLERY ARE BEAUTIFUL. I WENT BACK DOWNSTAIRS AND A LADY THAT WORKS THERE EXPLAINED THINGS TO ME ABOUT SOME OF THE PAINTINGS. CHARLES WILSON PEALE PAINTED THE PORTRAITS THERE OR SOME OF THEM. THE PAINTINGS ARE LIKE 200 YEARS OLD.

INDEPENDENCE HALL WAS NICE. IT WAS INTERESTING. THE LIBERTY BELL WAS INTERESTING TOO. I SAW IT BEFORE, BUT I DIDN'T KNOW THAT IT STOOD FOR A SYMBOL OF FREEDOM. TODD AND BISHOP HOUSES WERE NICE, I GUESS BECAUSE THEY'RE SO OLD. THE FURNITURE IN THE HOUSE WAS NICE. I DIDN'T UNDERSTAND THAT MUCH ABOUT IT. I FOUND SOME INTERESTING THINGS OUT I DIDN'T KNOW AND THE THINGS I SAW WERE EXCITING. THE WHOLE TRIP WAS INTERESTING.

KIM

MY DINNER AT THE RIVERFRONT RESTAURANT

I ENJOYED THE DINNER. IT WAS VERY GOOD. MY HUSBAND AND MY FRIENDS KATHY AND PAT ALSO ENJOYED IT TOO. AFTER DINNER THE SHOW BEGAN. IT WAS CALLED "MEET ME IN ST. LOUIS". THE SHOW WAS A MUSICAL. THE SHOW WAS REALLY GOOD. WE ALL ENJOYED THE WHOLE DAY BEING TOGETHER. WE WERE INVITED FROM CHARLES' WORKSHOP AT S.E.S. COMPANY.

WE HAD PAT OVER FOR A FEW DRINKS AFTER THE DINNER AND SHOW. I HAD TO GO TO WORK FIRST, BUT MY BOSS LET ME HAVE THE AFTERNOON OFF. I CAN SAY THAT I REALLY HAD A VERY NICE DAY.

MARYANN

BLOCK CAPTAIN

MY NAME IS HAROLD. I AM THE BLOCK CAPTAIN OF THE 2900 BLOCK OF FAIRHILL STREET. I AM WORKING TO HELP THE BLOCK AND IT IS A LOT OF FUN.

I AM GETTING TREES FOR THE BLOCK. WE CLEAN THE STREET ON SATURDAYS. WH HAVE MEETINGS ONCE A WEEK. WE HAVE A PARTY ONCE A YEAR. WE ARE GETTING SMOKE DETECTORS.

HAROLD

GOING BACK TO SCHOOL

STARTING IS THE MOST DIFFICULT PHASE. PERHAPS ACCEPTING THE NEW IDEA IS EVEN IMPOSSIBLE. WITH THE SUPPORT OF PEERS YOU CAN GROW, BLOSSOM, THEN BLOOM WITH REAL LIFE . . . A SENSE OF PEACE AND ACCOMPLISHMENT AFTER TEARS AND HEARTACHE . . . IT'S WORTH THE ADVENTURE.

JANICE

CHANGES

IT IS HARD TO PUT ON PAPER ABOUT MY PERSONAL LIFE. THERE'S A LOT OF NEW CHANGES THAT I'M MAKING IN MY NEW LIFE. UNDERSTANDING THINGS BETTER AND BEING HONEST WITH MYSELF AND MY FRIENDS. I'M IN SCHOOL AT THE L.S.H. IT IS MUCH BETTER FOR ME AND I HOPE TO GRADUATE SOME DAY.

MARYANN

LOOKING FOR A JOB

I WENT FOR A JOB INTERVIEW AT 8 O'CLOCK. IT WAS FREEZING OUTSIDE. I GOT TO MARGARET AND ORTHODOX ABOUT 8:30. I WAITED FOR THAT BUS UNTIL 9 O'CLOCK. I WAS FREEZING. THE BUS TOOK ABOUT 40 MINUTES TO GET THERE. I WALKED ABOUT THREE BLOCKS. I GOT A LITTLE CONFUSED, BUT I FOUND THE BUILDING AND WENT IN. I TOLD THE SECRETARY THAT I HAD AN APPOINTMENT AT 10 O'CLOCK. AFTER SHE CALLED THE MAN I WAS SUPPOSED TO MEET CAME AND SAID TO ME THAT HE COULD NOT GIVE AN INTERVIEW. HE TOLD ME TO JUST FILL OUT AN APPLICATION. I COULD NOT FILL OUT THE APPLICATION THERE SO I WENT OUT OF THE BUILDING WITH THE APPLICATION WITH ME. WHILE I WAS GOING DOWN THE BLOCK, I WENT TO POZZA HUT TO GET AN APPLICATION AND THEN WENT HOME.

HAVE YOU EVER GONE OUT LOOKING FOR A JOB? IF SO, WRITE ABOUT YOUR EXPERIENCES. DID YOU GET THE JOB? WHY OR WHY NOT?

ASSIGNMENT: FREE WRITING

EXERCISE # 2

DIRECTIONS: CHOOSE A TOPIC FROM THE LIST PROVIDED AT THE BEGINNING OF THIS SECTION AND WRITE A SHORT STORY.

U N I T F O U R T E E N

B O O K R E P O R T

ASSIGNMENT: BOOK REPORTS

EXERCISE # 1

DIRECTIONS: READ THE EXPLANATION OF WHAT A BOOK REPORT IS AND THE TIPS FOR WRITING A BOOK REPORT.

WHAT IS A BOOK REPORT?

A BOOK REPORT IS JUST ANOTHER WAY OF TELLING A STORY ON PAPER. IT IS YOUR WAY OF RETELLING A STORY YOU HAVE READ IN WRITING.

TIPS FOR WRITING A BOOK REPORT

1. TELL THE STORY IN YOUR OWN WORDS
2. TELL WHAT HAPPENED IN THE ORDER THAT IT HAPPENED.
3. TELL WHO THE IMPORTANT PEOPLE ARE IN THE STORY.
4. DO NOT TRY TO TELL EVERYTHING THAT HAPPENS IN THE STORY, JUST THE MOST IMPORTANT THINGS.
5. MAKE SURE YOUR STORY HAS A BEGINNING MIDDLE AND END.
6. MAKE SURE YOU WRITE IN COMPLETE SENTENCES.
7. DO NOT FORGET TO USE THE DICTIONARY IF YOU DO NOT KNOW HOW TO SPELL A WORD.
8. WRITE SO THAT WHOEVER READS YOUR BOOK REPORT WILL UNDERSTAND WHAT YOU ARE TRYING TO SAY.
9. ALL BOOK REPORTS SHOULD HAVE A TITLE.

ASSIGNMENT: BOOK REPORTS

EXERCISE # 2

DIRECTIONS: READ THE BOOK REPORTS BY KIM AND MICHAEL. THEN ANSWER THE QUESTIONS AND REREAD WHAT A BOOK REPORT IS.

WINNING TWICE

THIS IS ABOUT A BOY NAMED DON. HE LIKED TO BOWL. HIS PARENTS DIDN'T APPROVE OF HIM SPENDING SO MUCH TIME BOWLING. ALL THEY DID WAS ARGUE. ONE DAY HE TOLD THEM ABOUT ALL THE MONEY HE COULD WIN IN THE BOWLING TOURNAMENT, THEN THEY DIDN'T SEEM TO DISAPPROVE AS MUCH. WELL, HE WON THE BIG MONEY IN THE TOURNAMENT. HIS FATHER WAS HOLDING THE MONEY FOR HIM AND INVESTED IT AND DIDN'T TELL HIS SON. HE LOST THE MONEY AND WHEN DON FOUND OUT, HE WAS MAD AND HE DIDN'T WANT TO LIVE HOME ANY MORE. HE DIDN'T KNOW WHAT HE WAS GOING TO DO WITH THE REST OF HIS LIFE, SO HE JOINED THE ARMY. THINGS ARE GOING OKAY, NOW.

KIM

WINNING TWICE

IT WAS ABOUT DON TURK TONELLI. HE HAD TROUBLES WITH HIS SCHOOL WORK AND HIS PARENTS. HE LIKED BOWLING. HE WAS HAPPY WHEN HE WON $10,000 IN A BOWLING TOURNAMENT. HE WAS PRETTY MAD WITH HIS FATHER FOR TAKING $6,000 TO INVEST IN A DEAL IN NEW MEXICO. THE MAN HE GAVE THE MONEY TO PACKED HIS CLOTHES AND LEFT TOWN ONE NIGHT. THEN DON JOINED THE ARMY. HE HAD A HARD TIME AT FIRST. HIS NICKNAME WAS CHANGED FROM TURKEY TO TURK. I THINK DON IS GOING TO BE OKAY.

MICHAEL

QUESTIONS

1. DO YOU UNDERSTAND WHAT THE STORY IS ABOUT?
2. WHICH BOOK REPORT BEST TELLS WHAT THE STORY IS ABOUT?
3. AFTER READING THE BOOK REPORTS BY KIM AND MICHAEL, WOULD YOU WANT TO READ THE BOOK YOURSELF? WHY OR WHY NOT?
4. WHAT IS A BOOK REPORT?

ASSIGNMENT: BOOK REPORTS

EXERCISE # 3

DIRECTIONS: READ THE FOLLOWING STORY AND WRITE A BOOK REPORT ABOUT IT.

A NEW BEGINNING

BY IRENE BASILE

MY GRANDPARENTS WERE ITALIAN PEASANTS WHO CAME TO THE UNITED STATES IN THE EARLY 1900's. WHEN THE RICE CROP IN THE PO VALLEY FAILED, AMERICAN PLANTATION OWNERS WENT TO ITALY TO GET PEOPLE TO COME TO THE SOUTH AND WORK IN THE FIELDS. THE PLANTATION OWNERS PAID THE SHOLE FAMILY'S WAY OR PAID JUST FOR THE HUSBAND TO COME. LATER THE HUSBAND WOULD SEND FOR HIS FAMILY WHEN HE HAD SAVED ENOUGH MONEY. FAMILIES LIVED IN CABINS ON THE PLANTATION OWNER'S LAND. THE RENT FOR THEIR CABINS WAS TAKEN OUT OF THEIR WAGES. COMPANY STORES WERE THE ONLY PLACE WHERE THEY COULD SHOP AND BUY FOOD, CLOTHING AND OTHER THINGS THEY NEEDED. THE COST OF THEIR PURCHASES WAS DEDUCTED FROM THEIR WAGES.

MOST OF THE ITALIANS WERE NOT ABLE TO READ. THE HIGH PRICES IN THE STORE AND THE THREATS MADE BY THE PLANTATION OWNERS ALL HELPED TO KEEP THE ITALIAN FIELD WORKERS PRISONERS OF THE LAND-OWNERS. WHEN CROPS WERE FINISHED AT ONE PLANTATION, WORKERS WERE SENT TO ANOTHER STATE TO PICK CROPS. THEY WORKED IN GEORGIA, ALABAMA, ARKANSAS AND NORTH AND SOUTH CAROLINA.

A NEW BEGINNING CONTINUED

MY GRANDPARENTS HAD NINE CHILDREN. SIX WERE BORN IN THE UNITED STATES. ONE WAS BORN IN ARKANSAS, ONE IN GEORGIA, ONE IN SOUTH CAROLINA, ONE IN ALABAMA AND THE TWO YOUNGEST WERE BORN IN NEW JERSEY.

THE PLANTATION OWNERS WANTED MARRIED MEN BECAUSE THEY HAD FAMILIES AND WERE LESS LIKELY TO RUN AWAY TO THE NORTH. SOMETIMES SINGLE MEN WERE BROUGHT FROM ITALY. WHEN THEY GOT TIRED OF PLANTATION LIFE, THEY WOULD FIND THEIR WAY TO THE NORTH

IN PHILADELPHIA A GROUP OF YOUNG ITALIANS WHO ESCAPED FROM THE SOUTH JOINED TOGETHER AND STARTED AN "UNDERGROUND RAILROAD". IT WAS STARTED TO HELP ITALIAN FAMILIES ESCAPE FROM THE SOUTH AND RESETTLE IN THE NORTH.

A YOUNG MAN NAMED LOUIS ZACCHIROLI WHO LIVED IN PHILADELPHIA AND WORKED IN A SHOE FACTORY SPOKE TO MY GRANDPARENTS AND THEIR CHILDREN ABOUT LEAVING THE SOUTH. WITH HIS HELP, MONEY DONATED BY ITALIANS LIVING IN NORTHERN CITIES AND MONEY THEY SAVED, THEY MANAGED TO ESCAPE FROM THE PLANTATION. THEY CAME TO VINELAND, NEW JERSEY.

IN VINELAND THEY FIRST WORKED FOR A FARMER FOR WAGES, THEN THEY LEASED A FARM AND FINALLY BOUGHT THEIR OWN FARM. AFTER SIX YEARS THEY WERE ABLE TO GET A MORTGAGE AND FINALLY BECAME LAND-OWNERS. THIS IS NOT AN UNCOMMON STORY. MANY OF THE FIRST ITALIANS WHO CAME TO SOUTH JERSEY CAME BY WAY OF THE "UNDERGROUND RAILROAD".

A NEW BEGINNING CONTINUED

LOUIS ZACCHIROLI, THE YOUNG MAN WHO HELPED MY GRANDPARENTS ESCAPE, MET AND MARRIED AN ITALIAN-AMERICAN WOMAN NAMED MARY SALAMANCA. TWENTY YEARS OR SO LATER, MARY'S BABY SISTER ESTELLE MET AND MARRIED GUIDO SASDELLI. GUIDO IS MY FATHER, THE SON OF THE GRANDPARENTS WHO ESCAPED FROM THE SOUTH WITH THE HELP OF LOUIS ZACCHIROLI.

ASSIGNMENT: WRITING A BOOK REPORT

EXERCISE # 3a

DIRECTIONS: WRITE A BOOK REPORT ABOUT "A NEW BEGINNING". BE SURE TO GO BACK AND REREAD THE "TIPS FOR WRITING A BOOK REPORT.

ASSIGNMENT: WRITING A BOOK REPORT

EXERCISE # 4

DIRECTIONS: READ A SHORT STORY. WRITE IN YOUR OWN WORDS WHAT THE STORY IS ABOUT. REMEMBER TO READ THE "TIPS FOR WRITING A BOOK REPORT" BEFORE YOU BEGIN TO WRITE.

U N I T F I F T E E N

F I L L I N G O U T

A N

A P P L I C A T I O N

ASSIGNMENT: FILLING OUT AN APPLICATION FORM

EXERCISE # 1

DIRECTIONS: MAKE A LIST OF THE INFORMATION YOU THINK IS ASKED FOR ON APPLICATION FORMS.

MY LIST

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

_____

Did you forget anything?

_____

_____

_____

ASSIGNMENT: FILLING OUT AN APPLICATION FORM

EXERCISE # 1a

DIRECTIONS: WRITE DOWN ALL THE INFORMATION YOU JUST LISTED IN THE LAST EXERCISE WITH YOUR PERSONAL INFORMATION.

MY PERSONAL INFORMATION

ASSIGNMENT: FILLING OUT AN APPLICATION FORM

EXERCISE # 2

DIRECTIONS: LOOK AT THE FORMS BELOW AND FILL IN THE REQUESTED INFORMATION.

PRINT NAME (LAST) (FIRST) (M)	AGE	DATE OF BIRTH MO. DAY
PRINT MAILING ADDRESS (NUMBER & STREET) (CITY) (STATE) (ZIP)		
PRINT TELEPHONE NUMBER	SOCIAL SECURITY NUMBER	
SIGNATURE (FIRST) (MIDDLE) (LAST)	DATE	

NAME (L) (F) (M)	TELEPHONE
ADDRESS	
DATE OF BIRTH / AGE / SOC. SEC. NO.	
SIGN YOUR NAME	DATE

ASSIGNMENT: FILLING OUT AN APPLICATION FORM

EXERCISE # 3

DIRECTIONS: FILL IN THE INFORMATION ON THE APPLICATION FORM BELOW.

*CLUE: WHEN FILLING OUT FORMS ALWAYS PRINT UNLESS INSTRUCTED OTHERWISE.

APPLICATION FORM

DATE _____

NAME _____
LAST FIRST MIDDLE

ADDRESS _____ SOC. SEC. NO. _____

_____ TELEPHONE NO. _____
CITY STATE ZIP CODE AREA CODE

EDUCATION: LIST LAST SCHOOL ATTENDED FIRST.

SCHOOL NAME AND ADDRESS	DATE ATTENDED	DATE GRADUATED

WORK EXPERIENCE: LIST THE JOBS YOU HAVE HELD WITH THE LAST ONE FIRST.

COMPANY NAME AND ADDRESS	DATES	POSITION	REASON FOR LEAVING

ASSIGNMENT: FILLING OUT APPLICATION FORMS

EXERCISE #4

DIRECTIONS: GET APPLICATION FORMS FROM SEVERAL COMPANIES AND BRING THEM TO CLASS. COMPARE THE DIFFERENT KINDS OF FORMS YOU BROUGHT, ANSWER THE QUESTIONS BELOW, THEN COMPLETE THE DIFFERENT FORMS YOU BROUGHT. CHECK THE INFORMATION NEEDED ON THE FORMS WITH THE LIST YOU WROTE AT THE BEGINNING OF THIS SECTION.

QUESTIONS:

1. HOW ARE THE FORMS ALIKE?

2. HOW ARE THE FORMS DIFFERENT?

3. DID YOU FORGET ANY INFORMATION ON YOUR LIST THAT IS ASKED ON THE APPLICATION FORMS? IF SO, WHAT INFORMATION DID YOU LEAVE OUT?